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#### ABSTRACT

The study of task identification in child care and development presents statistical correlations of task performance frequencies, obtained by questionnaixe in 21 task clusters for the occupations of day care mother, foster parent, houseparent, nursery school/day care center director/teacher, and nursery school/day care center teacher aide/assistant. One-way matrices present, for each occupation, task clusters and tasks within each cluster arranged vertically in descending order of overall mean frequency of performance. Two-way matrices correlate task information for all five occupations, with occupations arranged horizontally and task clusters and individual tasks within each cluster arranged vertically in descending order of commonality of performance as indicated by overall mean frequency scores. A two-bage bibliography is included together with five appendixes, which provide a list of resource personnel, a task checklist and instruction sheet, personal descriptive data of employee in the five occupations, mean frequency tables for task clusters by individual occupations, and alternate job titles by occupations. (JR)

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# Identification of Tasks in Home Economics Related Occupations

**INSTITUTIONAL AND HOUSEHOLD MAINTENANCE** 

CARE/DEVELOPMENT OF CHILDREN

FAMILY AND COMMUNITY SERVICES

GLOTHING, APPAREL, AND TEXTILE SERVICES

FOOD SERVICE

INTERIOR DESIGN AND FURNISHINGS

Developed by the Departments of Home Economics Education at lowe State University and University of Northern Iowa

Le cooperation with the Iowa Department of Public Instruction



# IDENTIFICATION OF TASKS IN HOME ECONOMICS RELATED OCCUPATIONS

Care/Development of Children

Paraprofessional Child Care Occupations In Iowa

Developed by the Départments of Home Economics Education at Iowa State University and University of Northern Iowa in cooperation with the Iowa Department of Public Instruction under research projects funded by Part C, P.L. 90-576

1974

State of Iowa DEPARTMENT OF PUBLIC INSTRUCTION Grimes State Office Building ' Des Mothes, Iowa 50319

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### **FOREWORD**

This publication is one of a series of six publications designed to provide data pertaining to the performance of tasks in specific gainful occupations related to home economics. These data may be used in developing appropriate objectives and curricular content for the preparation of individuals to enter the specific occupations studied.

The six subject areas of home economics for related occupations investigated are a modification of the consumer homemaking cluster, which is one of the fifteen United States Office of Education clusters. They include institutional and household maintenance services, child care and development, housing and interior design, food service, family and community services, and clothing and apparel services.

Each of the six publications provides for its respective field a listing of major job categories within the field and the functions and tasks required for the job arranged according to clusters of similar tasks.

These publications are available from the State Director; Career Education Division, Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa, 50319.

### ACKNOWLEDGMENTS

The Career Education Division, Department of Public Instruction, acknowledges the valuable contributions to this publication by personnel from the Home Economics Education Department, College of Home Economics, Iowa State University, Ames, Iowa. The following persons were responsible for conducting the research study and preparing this final report for "Identification of Tasks in Paraprofessional Child Care Occupations in Iowa:"

Irene Beavers, Director of the Study

Susan M. Keller, Principal Investigator

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#### INTRODUCTION

Today there is a greatly increased need for well trained child care workers in the United States. There are approximately 32.9. million-women in the labor force today (Department of Labor, 1973); more than 12 million of which have children under the age of 18, and according to the Department of Labor (1973) more than one out of three working mothers have children under six years of age. The employment of mothers, like the employment of all women, is expected to continue to rise. The Department of Labor (1973) estimates that the number of working mothers 20-44 years of age with preschool children will increase to 6.6 million by 1985, representing a 32% increase between 1975 and 1985. Reasons for the increase in maternal employment include new job opportunities in growing occupations, federal legislation outlawing sex discrimination, federal legislation providing for job training of welfare recipients and furnishing of child care services, decline in the birth rate of wives in their early 20's, increased availability of household appliances and convenience foods, increased educational attainment, changing attitudes of society, employers, and families toward working mothers economid needs, and aspiration for better levels of living (Department of Labor, 1971; Department of Labor, 1973; Berry, 1971). The concerns of the poor also contribute to the expanding need for child care services. It is pointed out that there are large numbers of poor mothers who might be able to take advantage of job training and thereby be able to work if adequate child care facilities were available for their children (Berry, 1971). The psychological and social values of professional child care are also becoming widely recognized by many, recognizing that learning

experiences during infancy and childhood are of crucial importance for subsequent development. From preliminary data the Department of Labor (1973) estimates that care is available in licensed centers and family homes for only about 905,000 children, while several million children need these services.

whitmarsh (1966) and Sulek (1967) emphasize that in order to meet the need for child care services, we must expand programs of preparation for employment in child care occupations. There is also a growing need for occupational training for students at the secondary and the post-secondary levels.

In order to adequately prepare child care workers it is necessary to determine the actual requirements of the job, since the first step in effective curriculum planning for training programs requires specific knowledge of what tasks are performed and the extent to which they are performed by workers (Rahmlow & Kiehn, 1967a, 1967b; Mager, 1967; Berry, 1971). Adequate development of job clusters would indicate priorities for training purposes and would facilitate mobility of the worker also. The purposes of the study were therefore to determine the primary jobs available in child care in Iowa which require less than a baccalaureate degree; to identify and determine frequency of performance of tasks for child care workers in the various occupations and to formulate relevant clusters of tasks; and in addition, to determine tasks common to all child care occupations and those unique to each occupation. Child care jobs included in the study were 1) Day Care Mother, 2) Foster Parent, 3) Houseparent, 4) Nursery School/ Day Care Center Owner/Director, 5) Nursery School/Day Care Center Teacher and 6) Nursery School/Day Care Center Teacher Aide/Assistant/

Volunteer. This basic information can then be used by career educators in Iowa in further development of competencies needed to perform the tasks, formalization of objectives, and selection of appropriate instructional materials and devices in curriculum development for child care training programs.

### MAJOR PROCEDURES

Literature was reviewed on task analysis procedures, the general area of home economics related occupations, types of child care occupations, tasks performed by child care workers, and other related research; telephone conversations and observations held; and correspondence and consultations conducted with child care practitioners and specialists from the Child Development Department at Iowa State University to ascertain jobs actually available in Iowa in the field of child care and the variety of individual tasks performed in this type of work. Tentative career ladders and job descriptions were developed and six job categories finally identified for the study:

Day Care Mother, Foster Parent, Houseparent, Nursery School/Day Care Center Owner/Director, Nursery School/Day Care Center Teacher, and a Nursery School/Day Care Center Teacher Aide/Assistant/Volunteer.

A preliminary questionnaire listing child care tasks was then compiled from information obtained along with an instruction sheet, and personal data information sheet. The questionnaire was administered to 17 child care workers in various occupations (1 foster parent, 2 houseparents, 2 teachers, 3 directors, 4 aide/volunteers, 1 homemaker health aide, 1 food supervisor and cook in a center, and 3 persons caring for children daily in their homes) to check for clarity and content. A three point scale to indicate frequency of task performance (1. I never do this task, 2. I sometimes do this task, 3. I always do this task) and a five point scale (1. I never do this task, 2. I do this task at least once a year, 3. I do this task at least once a month, 4. I do this task at least once a week, 5. I do this task daily) were both used. Neither scale proved difficult for the respondents.

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Examination was also made by D.P.I. personnel, by I.S.U. Child Development faculty, and by specialists in the areas of evaluation and adult education within the I.S.U. Home Economics Education Department.

Needed minor revisions were then made as indicated by the pretest and specialists recommendations, including rewording and reorganizing some task statements, addition of tasks, and elaboration of the personal data sheet. The decision was also made to use the five point scale for the task response pattern on the final instrument. The final form of the instrument consisted of a total of 251 individual tasks, scrambled in random order, the personal data questionnaire, and instruction sheet:

The total project sample was compiled in various ways for the six identified job categories:

- A) For the Houseparents, a list of 23 children's agencies that do child care work was taken from the Iowa Directory of Licensed Children's Agencies and Institutions and Approved Detention

  Homes. This number made up the total population of child care houseparents in the directory and all 23 were used in the study. Each institution was contacted by mail and asked to have two houseparents respond to the questionnaire.
- B) For the three Nursery School/Day Care Center occupations (owner/director, teacher, teacher aide/assistant) a list of all licensed centers was taken from the Iowa <u>Directory of Cicensed</u>

  Nurseries, Pre-Schools, and Day Care Centers. It was felt that the personnel involved and the various tasks performed might vary according to the size of the center, therefore, the centers were divided into three groups according to licensed capacity size: 1-15 children, 2) 16-39 children, and 3) 40

of more children. The sample of these occupations was then randomly selected in proportion to the total number in each of the three groups: 7 from the 75 licensed centers (capacity 16-39), and 7 from the 75 licensed centers (capacity 40 and over); making a total sample of 40. Because the information in the directory was not complete, directors in the area social service offices were contacted to bring the information up to date and to provide the number of employees in each center if possible. Each center was then contacted by mail directly and requested to have 3 persons (1 representing each of the 3 positions) respond to the questionnaire, if all 3 positions existed.

- Were purposely selected to obtain the number of names needed for this project. A public agency (Polk County Social Services) and two private agencies (Lutheran Social Service of Iowa and Catholic Charities in Des Moines) were used. Two of the agencies (I public and I private would not release the names of their foster parents but agreed to contact people directly if questionnaires were brought to the office; eleven completed forms were returned. The third agency contacted foster parents and received consent before releasing 15 names and addresses. Direct contact was made with these people through the mail.
- representing different sections of the state believed to have
  at least 10 licensed day care mothers each. The Department of
  Social Services within each of the five counties was then

contacted and asked to contact 10 licensed day care mothers, if possible, and obtain permission and agreement to participate in the study. Dubuque County returned a list of 16 names, Pottawattamie County 10 names, Lee County 11 names, and Cerro Cordo County sent the total existing 3 names. Questionnaires were mailed directly to these 40 individuals. Polk County would not release any names but contacted individuals and eventually returned 7 completed questionnaires. This made a total sample of 47 licensed day care mothers.

The overall motal sample used in the study, therefore, consisted of 136 different persons, centers, or agencies and thus provided a possibility of 239 separate responses if all multiple requests could be met by specific employment situations.

as needed to obtain responses to the mailed questionnaires. Fifteen persons, representing the various job categories included in the study, were personally interviewed for the purpose of validating tasks identified in the questionnaire. Non-respondents were contacted, where possible, to determine reasons for lack of response to the questionnaire. Replies basically were one of the following: person was no longer employed in the position stated, there had been a change in director of the institution or agency, the institution or agency had been swamped with too many research requests to be able to fill them all, taken the time to reply, or the directions and/or response pattern had confused the person and seemed difficult to answer. Of the 205 returned questionnaires, 184 (89% of those returned and 77% of the possible 239) were judged useable for computation. The occupations of Nursery School/

Day Care Center Owner/Director and Nursery School/Day Care Center Head Teacher were combined, leaving a total of/5 rather than 6 occupations to be analyzed, since in the majority of cases the same individual seemed to be represented. All questionnaires were then coded and sent to the computer for analysis.

The mean response and standard deviation for each task for each occupation were calculated. A pooled within intercorrelation matrix of tasks was computed for the 5 groups combined and was then inspected to determine those tasks with a correlation coefficient of .40 or higher Clusters were formed based on rational content of the items and the statistical reliability of the clusters. Additional tasks were then added to the clusters on a rational inspection basis. Mean scores of items were inspected to determine tasks most frequently and least frequently performed within each cluster for each of the 5 occupations, and to identify those tasks considered common to all 5 occupations on the basis of a mean score of 1.5 or above.

The clusters of tasks and frequency information, as determined in the analysis procedure, were submitted to several teachers involved in working with vocational education programs to obtain reactions to useability of the task lists and suggestions for the most helpful way of presenting the information for classroom teacher use. These suggestions, along with those of the DPI, were utilized in organization of tables for the final report.

Task Clusters by Individual Occupations

In this section, one-way matrices are presented for the five child care related occupations studied: day care mother, foster parent, houseparent, nursery school/day care center director/teacher, and nursery school/day care center teacher aide/assistant.

The matrix for each individual occupation presents the task clusters vertically, arranged in descending order of overall mean frequency of performance. Within each cluster the tasks are also arranged in descending order of performance frequency, from those performed most often to those least often performed by persons in the occupation.

The numbers preceding each task in the matrix indicate the task number from the questionnaire used in the study. These numbers are listed merely to facilitate identification of each specific task as precisely as possible.

Frequency of task performance is designated in the matrices by alphabetical symbols which represent a range of mean frequency scores for the tasks. An A identifies a task with a mean frequency score of 3.00 to 4.00 and indicates the task is performed at least several times a week. The letter B identifies a task with a mean frequency score between 2.00 and 2.99 and indicates the task is performed several times a month. The letter C identifies a task with a mean frequency score of 1.00 to 1.99 and indicates the task is performed several times a year. The letter D identifies a task with a mean frequency score of .01 to .99 and suggests the task is performed less than once a year. A dash (-) is the symbol used to identify a pean frequency score of .00 and indicates that the task is never done.

Inspection of the clusters of tasks for day care mother indicated that the clusters related to socialization of the child, handling of special behavioral situations, and broadening child's concepts and imagination were most frequently performed. Also fairly often performed were tasks involving supervision of play and routine activities, food service, and laundry. The clusters of tasks least often performed were supervision of non-professional staff, administration, work with parents, budgeting and public relations, and work with exceptional children.

Examination of the clusters for foster parent revealed that the cluster involving laundry procedures was the most often performed.

Tasks related to handling special behavioral situations were also performed frequently. Almost never performed was the function of supervision of non-professional staff. In addition, clusters involving administration, work with parents, and budgeting and public relations had quite low frequency of performance levels.

Inspection of clusters for the houseparent indicated that the cluster most frequently performed was handling special behavioral situations. Second highest in performance frequency was socialization of the child. The cluster least often performed was care of infants; though the clusters involving budgeting and public relations, supervision of non-professional staff, work with parents, and administration also had quite low performance rates.

A careful look at the clusters for nursery school/day care center director/teacher reveals that the cluster most frequently performed was socialization of the child. Also performed often were tasks related to handling special behavioral situations. The cluster least often performed was care of infants.

Examination of the clusters for nursery school/day care center teacher aide/assistant indicated the clusters performed most frequently were socialization of the child and handling special behavioral situations. Almost never performed were laundry procedures and supervision of non-professional staff. In addition, the clusters of care of infants, administration, regulation of supplies and equipment, budgeting and public relations, work with parents, and care of sick child had quite low performance frequency levels.

### TASKS PERFORMED BY DAY CARE MOTHERS ARRANGED IN CLUSTERS

### Task Clusters

Performance Rate of Tasks

	_		1
Α.	Socia	alization of the Child	ļ.
	117.	Answer questions with simple explanations	Α /
	140.	Show an interest in what the children are	· . /
	, , , , ,	doing	Α
	12.	Help children develop good table manners	Α,
		Supervise snack time and/or mealtime	Α ;
_	163.	Settle arguments,	A.
	186.	Assist child in developing positive attitudes	
•		toward sharing with others	Α
	68.	Maintain discipline to prevent children from	•
١		harming themselves and others	Á,
• `	157.	Listen to what child says about his creative	* *
		work	A
		Sit with children and encourage conversation	,A
•	93.	Help child learn acceptable behavior	•
	1	patterns	A
\		Encourage development of child's curiosity	A
		Stimulate children's play	A,
		Assist children with group play	A
		Set limits for child to follow .	Ą B
		Choose books for daily reading or storytelling	<b>.</b>
_		Adhere to rules about use (e.g. only two children at a time) of equipment	В
	•	children at a time, or equipment	<b>D</b> '.
В.	Hand	ling Special Behavioral Situations	
:	110110		•
	86.	Assist children individually	'A -
		Handle temper tantrums	A
		Observe children for special behavior	
		patterns and responses	В
C.	Broa	dening Child's Concepts and Imagination	
			• •
		Talk and listen to children	، A
		Encourage children to try new foods	A
,	39.	Provide other materials (dishes, telephone,	•
;		broom, etc.) when child requests them	Α
à.		Help children notice sizes and shapes of blocks	, B
	42.	Develop imaginative play equipment	` B* .

aAn A indicates a task which is performed several times a week; B a task which is performed several times a month; C a task which is performed several times a year; D a task which is performed less than once a year; and - a task which is never done.



Performance Rate of Tasks

D.	Supervision of Play and Routine Activities	•	
•	233. Help children to clean-up	Α	•
	115. Assist children in developing good		
	housekeeping habits	Α,	**
	179. Supervise bathroom procedures (toileting,		
ť	washing, personal grooming, etc.)	Α	i
	156. Help children dress and undress	Α	
	178. Supervise rest time	Α	•
	60. Supervise outdoor play	Α	
	227. Practice safety procedures by being alert to		
	situations and equipment involving hazards		
	to the safety of children	Α	
	110, Read or tell stories ,	Α	•
•	177. Select children's clothing appropriate for	•	
	temperature and activity	Α	
	64. Help children put blocks away	в	
	38. Supervise manipulative play (puzzles, wood-		
•	working, etc.)	В	
	85. Supervise dramatic play activities (block-		
	building, housekeeping, play, etc.)	В	,
	111. Select and play recorded music	В	
	41. Help children learn how to turn pages	В.	
•	40. Help children put on and take off dress-up	- 6	
	- 1	·B	•
	clothes	ċ	
	62. Teach and lead singing and rhythmic activity	•	•
	188. Participate in teacher-directed activities	С.	
	(rhythm, songs, etc.)	Ŭ	. 🐪
	109. Supervise special activities (field trips,	· C	. P
	animals, etc.)		• • • • • • • • • • • • • • • • • • • •
•	t & Ohilduan and Baronto		
E.	Daily Involvement of Children and Parents	, >*	* '
	218. Welcome children when they arrive	Α	, •
•	204. Talk informally with parents	Α	
•	205. Answer parents' questions	´ A¸	
	217. Help the children learn the established		
	routines	В	3
	92. Assist children in developing a sense of	· Ý	
	"belonging" in the center	. в	· ;
	189. Report accidents, signs of illness and discomf	ort	• •
	in children and other important happenings	B	
	208. Learn children's names as soon as possible	В.	
	219. Distribute materials to be taken home	В	
	167. Identify child's state of health during .		
	daily inspections	C.	
,	169. Make observations/reports for use by	•	
	administrators/directors	D'	
	administrators/directors . ,	. ~,	

Rerformance Rate of Tasks

and the same of th		
F. Daily Communication and Emergencies	1	, •
118. Run errands		A
97. Pake messages		Α
	1	A
123. Greet guests	,	В
191. Help in time of emergencies		В
206. Contact parents in emergency or illness		С
199. Introduce new child to center		D
G. Management of Creative Activities		,
	<u>.</u>	, 2.
20. Improvise play materials and activities	•	Α.
89. Get crayons and paper ready	•	B
61. Supervise creative activities (painting,		<i>-</i> •
playing with clay, crafts, etc.)		В
18. Arrange materials and equipment so they are		_
ready to use		В
43. Help children make things to play with		•
		В
88. Show children how to use scissors	•	В
· 65. Arrange books on table for children's use	-	В
180. Put child's name on his art work	•	С
202. Help children with their nature and science		•,
experiences		С
90. Encourage experimentation with paint		Ċ
5. Repair books · '. ;	_	С
19. Help keep supplies readily available for	•	
teacher and children		С
251. Prepare art materials (paint, dough, clay, etc)	.)	С
133. Prepare paper on table top for painting		С
. 134. At the end of the day, clean paint brushes		С
158. Help child remove painting from easel and		4
set aside to dry		D,
135. Help put on and remove painting aprons or shir	ts.	D.
17. Help children learn how to use hammer, saws,		~
etc. for craft activities		D
159. Write child's story about a picture if request.	~d .	D⁺.
181. Put newsprint on easels for painting		D
182. Put paper on the floor under the easels		
		D
162. Prepare bulletin boards		Ď
161. Make learning aids (charts, flannel boards)	_	D .

Performance Rate of Tasks

		÷ ,,
н.	Hous	ehold Maintenance
	•	
•	22.	Dispose of wastes A
<b>.</b>		Do the dusting A
•		Do the vacuuming A
•		Put away cleaning supplies A.
		Polish furniture
		• 57
		Clean mirrors and windows
•		Clean storage area
		Clean and straighten cabinets/cupboards/shelves B
	119.	Wash walls and woodwork
_	_	
I.	Care	of Toys, Equipment, Plants, and Animals
	•	
	21.	Store equipment and materials in appropriate
		places indoors
A		Gather equipment and materials for activities Br
•		Feed animals and/or water plants B. B.
,	125.	Set up and put away outdoor equipment B
	240.	Wash doll clothing, dress-up clothing, towels,
		rest mats, etc.
	225.	Wash toys and equipment (blocks, dolls,
	•	puzzles, etc.)
•	·241.	Make repairs or replace parts on play equipment C
		Arrange and rearrange furniture/cribs C
	144.	Clean outdoor equipment C
		Fold and put away rugs/cribs C
		Clean animal cages, pens, or containers D
		Report any needed equipment repairs to someone
		in charge D'
	•	
J.	Food	Service
- •		
	11.	Prepare meals A
		Clean up soiled dishes, etc.
		Clear away food
- '		Set table
		<b>X</b> 1
•		Serve food
		Use the range to prepare hot foods for meals A
٠		Prepare meats for children's meals A
		Prepare snacks
٠, .		Plan snacks
· '		Plan meals.
_		Prepare vegetables for children's meals A A
1	143.	Wash off tables A

Performance Rate of Tasks

J.	Food	Service (con't.)	
		Wash dishes by hand	A
		Prepare sandwiches for children's meals	A
		Prepare desserts for children's meals	Α
	152.	Use the oven for making baked goods, meats,	•
•		and casseroles	A ·
	79.	Prepare soups for children's meals	Α
	106.	Store kitchen equipment	A
	130.	Put away food supplies	Α ,
	56.	Prepare salads for children's meals	A
	55.	Prepare casseroles for children's meals	Α
	30 🕌	Clean small electrical kitchen appliances	A
	153	Use the mixer for preparing baked goods and	4°
_	E Company	desserts	, B
<b>**</b>	٤1،	Clean the range and/of oven *	В
<b>.</b>	82.	Order groceries	В ,
	83.	Inventory supplies and food	В
	103:	Clean/defrost the refrigerator ,	В .
	33.	Prepare foods for special occasions	B ;
•		Plan food for special occasions	С .
	132.	Check in food and cleaning supplies as the come	С • •
	127.	Clean/defrost the freezer	C '
•	-8.	Use blender for preparing drinks, soups,	•
,		and sauces	С
	104.	Load, unload and clean the dishwasher	D
	154.	Order government, food commodities	-
ĸ.	"Plan	ning Goals and Activities	
,			
	137.	Plan daily schedule	В
	114.	Plan activities to be offered every day	С
•	136.	Evaluate plans and change them when needed	С
•	138.	Plan special activities (field trips, animals,	
		growing plants, etc.)	D .
		Plan goals for year's program	D
	113.	Help plan goals for year's program .	D .

Performance Rate of Tasks

		· Ø		
L.	Mork	with Exceptional Children		
		· • · · · · · · · · · · · · · · · · · ·		
	15.	Direct exceptional children in activities		
		involving language abilities	С	
	37.	Train exceptional children in self-help skills	С	,
	220	Guide exceptional children in activities	•	,
3	, 220.	involving mental abilities and intellectual-		,
,		emotional development	· c. `	•
	2	Assist exceptional children with activities	· ,	
	٥.	Assist exceptional children with activities	C	\
		involving social skills	C	.~
4	36.	Feed exceptional children or assist these	<b>D</b>	
n,		children with mealtime activities	D	
•	51.	Report or record behavioral changes in each	<b>'</b> _	
		exceptional child	D	
	160.	Plan special activities for children with		
	7	special problems or needs	D	
	29.	Assist professional staff in the overall		
	On all the	evaluation of the progress of each exceptional.	•	
		child	лD	
· •	203.	Assist exceptional children in activities		
4	200.	involving motor control, motor coordination,		
	•	and perceptual motor training	D	
٩	52	Handle certain clerical responsibilities		
•	32.	involved with the exceptional child	D	
	,	involved with the exceptional chira	-	
	<b>v</b>			
Μ.	Laun	ory .		
	004	which had and change had linene	• А	
	224.	Make beds and change bed linens	A	
		Fold laundry	B	
	176.	Sort and prepare laundry for the washer	. D	•
	128.	Load, select controls, detergents, bleaches,		
		etc. and unload laundry from the washer	В	•
		Do the ironing	В	
	70.	Do the mending	В	. ,
	129.	Load, select temperature control and unload	~	,
	,	dryer	В	
	* ?		•	•

Performance Rate of Tasks

N.	Regul	ation of Supplies and Equipment
	78	Plan for needs of center/home B
		Help decide needs of center/home C
		Make lists of supplies needed C
		Check/inventory first aid supplies C
		Order cleaning supplies C
	_	Do the bookkeeping -C
		Order first aid supplies C
		Take inventory of equipment
		Order equipment
		Check in and deliver equipment as it arrives . * D
0.	Care	of Sick Child
<b>'</b> -,	> ,	
*.		Administer first aid to injured child B
	91.	Supervise and comfort children isolated because
1		of emotional upset, illness, tiredness
	73.	Give medicine and follow doctors orders about
•		a sick child B
•		Read a temperature thermometer C.
	-	Care for a sick child
		Take child to see a doctor if necessary /C
		Select and prepare foods for a sick child C Give back rub to sick child C
)		Keep records of sick child
'		Make back rest for sick child D  Make bed with sick child in it D
٠. ٠	49.	Make bed with sick child in it
P.	·.	of Infants
Γ,	Care	of financs
Y,	234	Change diapers and other clothing when necessary A
		Check infants when they cry and determine.
	, 200.	reason for crying B
	247	Carry and hold infants
,	228	Follow safety precautions when caring for infants B
•	13.	Feed infants B
		Give sponge bath to infant or a sick child C .
• • .,		Prepare formula for babies D

Performance Rate of Tasks

(arranged in descending order of mean frequency scores)

# Q. Administration

	•		! ´ "``}	κ. ,	•
•	75.	Answer the telephone	'A',	$\sim$	Ì
		Answer correspondence	B°€		
		Keep attendance records	D	•	
		Keep health records of children	D		
		Establish administrative policies (fee	•		,
		setting, admission, hours, etc.)	D		
	145.	Interview prospective clients	D		
	212.	Supervise safety program/instructions for			
	•	staff and students	D.	_	
•	195.	Keep records of children's allowance sheets	Ď.		D
	172.	Secure data and estimate costs for purchases	D		
		Cooperate in administrative staff discussion			
٠,		on operation and maintenance of building and			
	•	grounds	D		
	170.	Write/compile reports to various agencies/			
		parents/board of directors	- '		
	53.	Evaluate and supervise teaching staff	D		
	121.		σę		
	67.	Supervise teachers in observing children	D		
		Train teaching staff/volunteers/student teachers	D	•	
٠		Assist with in-service training	D		
		Keep staff personnel records	D		
'n.	249.	Interpret social history and family background	0		
-		to staff	D		
		-Administer insurance programs	D	•	
		Prepare for referral of child to other agencies	D.	٠, ٠	
	66	Lead staff discussion related to observing ·	_	•	
		children	D.	•	
		Schedule and allocate work for assistant ':	_		
		teachers	מ		
		Type reports to various agencies.	ָ טַ		
		Schedule and allocate work for teachers	η.		
		Conduct staff meetings	D.		4
		Participate in staff meetings	D	14	l
٠		Take notes (at Stall meetings, etc.)	ט		•
	1 E E- 1 E E-	Collaborate to write proposals  Fill out reports for government hot lunch	_	·, ·	ņ
	133.	program	· ··		•
	,	program	-	•	

### Performance Rate of Tasks

	<u> </u>		
	F7 .		
.R.	work	With Parents	. ` (
•	Ĺ		
		Collect fees from parents/agencies	С,
`.		Conduct individual parent conferences	D,
1,	184.	Participate in parent conferences	D 3
,	183.	Help acquaint parent with center and its	
	,;	program	D
		Consult caseworker on parents problems	D ø
,	222.	Participate in parent méetings `.	~D\
	221.	Conduct parent meetings	D
٠.		Write reports on contacts with parents	, D
ĺ,		Conduct, public tours	· •D´
į	236.	Write communications to parents (letters, cards,	
, `·		etc.)	D
•	٠,		•
S.	· Budg	eting and Public Relations	********
	٠,		
4		Prepare budgets	Ċ
•		Approve budget expenditures	Ď
	´ 146 ,	Interpret functions of center to community	D
	•		<b>→</b>
т.	Supe	rvision of Non-Professional Staff	,,
	, 15	Supervise cleaning service	C
• '		Supervise maintenance service °	. D
		Schedule and allocate work for cooks	D
	230.	Schedule and allocate work for volunteers	Ď
	. 230	Schedule and allocate work for cleaning staff	, P
		Schedule and allocate work for maintenance	, <u> </u>
		personnel - " \	. D
	1.07	Schedule and allocate work for houseparents/	- ,
	<del></del>	resident counselors	D
	102	Interview and hire prospective employees	*D*
		Schedule and allocate work for aides	₽D
		Schedule and allocate work for recreation.	-غەي خەن
		director	D

Performance Rate of Tasks

U.	Items`	not	Identified	with	Basic	Clusters	•
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- 248. Feed children2. Help children understand the importance of eating nourishing foods
  - 27. Follow regularly assigned schedule of responsibilities and assume other responsibilities as needed
- 200. Bathe children
  - 84. Plan seating arrangement for children
  - 28. Accept instruction and guidance from person in charge
  - 34. Help children prepare foods for special occasions
  - .7. Obtain regular health check ups
  - 23. Sand and paint furniture
- 174 Keep records of clothing hed by children
- 250. Supervise case aides working with parents

### TASKS PERFORMED BY FOSTER PARENTS ARRANGED IN CLUSTERS

### Task Clusters

Performance Rate of Tasksa

...(arranged in descending order

Ä	Socialization of the Child.	• ,	•
1	on the only		./
~	140. Show an interest in what the children are doing	. E	3. 1
	117. Answer questions with simple explanations	E	
	68. Maintain discipline to prevent children from	<b>?</b> :	
	, harming themselves and others	E	3
· -	12. Help children develop good table manners	E	3-
	198. Supervise snack time and/or mealtime	į.	<b>}.</b> . ્
· '/}	186. Assist child in developing positive attitudes		
··· :	toward sharing with others	È	3 '
	157. Listen to what child says about his creative work	E	3
. <del>.</del>	139. Set limits for child to follow	E	3, •
	93. Help child learn acceptable behavior patterns	` :: E	3,-
	187. Sit with children and encourage conversation	<u> چي آ</u>	} .
	165. Encourage development of child's curiosity	× E	
	163. Settle arguments	E. E	
	164. Stimulate children's play	Ę	3.
	87. Assist children with group play	. · : 6	
-	201. Choose books for daily reading or story telling	C	,,,
	16. Adhere to rules about use (e.g. only two		
	children at a time) of equipment	•- (	٠.
D	II. dalina Carail' Dahadan 1 Citartian		•
В.	Handling Special Behavioral Situations	-	
	86. Assist children individually	E	<b>,</b>
•	44. Observe children for special behavior patterns		•
	and responses	E	<b>,</b>
	141. Handle temper tantrums	E	
, . ,	The state of the s	-	,
ċ.	Broadening Child's Concepts and Imagination	_	
~~		•	
- 44	116. Talk and listen to children	≠ F	
71	14. Encourage children to try new foods	E	3
•	39. Provide other materials idishes, telephone,		
	broom, etc.) when child requests them	C	:
	. 42. Develop imaginative play equipment		
	63. Help children notice sizes and shapes of blocks	(	
		•	

aAn A indicates a task which is performed several times a week; B a task which is performed several times a month; C a task which is performed several times a year; D a task which is performed less than once a year; and - a task which is given done.

	Task Clusters Performance Ra	ate, of	Tasks
Darrie	anged in descending order		•
	mean frequency scores)	•	•
101	mean, Trequency Scores,		
<del></del>	/	,	
D Super	vision of Play and Routine Activities		
	1. VIOLOTI GA I I I I I I I I I I I I I I I I I I	,	,
1/77	Select children's clothing appropriate for		•
7	temperature and activity	В	•
227.	Practice safety procedures by being alert to		
	situations and equipment involving hazards to		
	the safety of children	В	•
	Assist children in developing good housekeeping		
$\setminus$ $\rangle$	habits	В	
233.	Help children to clean-up	В	<i>z</i> ;
179.	Supervise bathroom procedures (toileting,		^ '
	washing, personal grooming, etc.)	В	
	Supervise outdoor play	В	
	Supervise rest time	В	
	Help children dress and undress	Ç	ı
110.	Read or tell stories	C	·
~ 38 <sub>#</sub>	Supervise manipulative play (puzzles, wood-	•	1
	working, etc.)	ζ,	
114.	Select and play recorded music	Ç	
	Help children learn how to turn pages		
40.	Help children put on and take off dress-up	Ċ	
60	clothes Teach and lead singing and rhythmic activity	C	, 1
02.	Supervise dramatic play activities (blockbuilding	•	
05.	housekeeping, play, etc.)	, C ·	
64	Help children put blocks away	D .,	
	Supervise special activities (field trips,	~`	
	animals, etc.)	Ď	•
, 188.	Participate in teacher-directed activites	*	
	(rhythm, songs, etc.)	D	•
, •		•	
E. Daily	y Involvement of Children and Parents		
•			
167.	Identify child's state of health during daily	المنظم المسلم	3. N
9,	inspections	B	,
	Welcome children when they arrive	Co.	
	Help the children learn the established routines	С	
189.	Report accidents, signs of illness and discomfort		•
***	in children and other important happenings	С	
92.	Assist children in developing a sense of	C	
	"belonging" in the center	C	
169.	Make observations/reports for use by	C .	
	administrators/director	C .	
	Talk informally with parents  Learn children's names as soon as possible	. D	• •
		Ď	
205.	Answer parents! questions' Distribute materials to be taken home	D .	
217.	DISTITUTE MATERIALS TO BE DANCE HOME	_	

### Performance Rate of Tasks

118. Run errands 97. Take messages 123. Greet guests 191. Help in time of emergencies 206. Contact parents in emergency or illness 199. Introduce new child to center  G. Management of Creative Activities  18. Arrange materials and equipment so they are ready for use 20. Improvise play materials and activities 43. Help children make things to play with 61. Supervise creative activities (painting, playing with clay, crafts, etc.) 89. Get crayons and paper ready 202. Help children with their nature and science experiences 88. Show children how to use scissors 65. Arrange books on table for children's use 5. Repair books 19. Help keep supplies readily available for teacher and children 180. Put child's name on his art work 134. At the end of the day, clean paint brushes 251. Prepare art materials (paint, dough, clay, etc.) 17. Help children learn to use hammer, saws, etc.  *for craft activities 133. Prepare paper or table top for painting 162. Prepare bulletin boards 159. Write child's story about a picture if requested 90. Encourage experimentation with paint 161. Make learning aids (charts, flannel boards) 135. Help put on and remove painting aprons or shirts 182. Put paper on the floor under the easels 158. Help child remove painting from easel and set aside to dry 181. Put newsprint on easels for painting			•	•	
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158. Help child remove painting from easel and set aside to dry	,			r shirts	D
aside to dry	•				D,
				a set	_
181. Fut newsprint on easels for painting					D
		181. Put	newsprint on easeis for painting	**	D

Performance Rate of Tasks

		•		
H.	House	ehold Maintenance		
	22	Dispose of wastes	A	•
•		Do the vacuuming	В	•*
		Do the dusting	В	
		Put away cleaning supplies	В	
		Clean and wax floor	5	•
		Polish furniture	C	
~	120	Clean and straighten cabinets/cupboards/shelves	. C	
	142	Clean storage area	Ĉ	-
		Clean mirrors and windows	· ~	
		Wash walls and woodwork	Č	
		wash walls and woodwork	·	
I.	Care	of Toys, Equipment, Plants, and Animals	•	•
	21.	Store equipment and materials in appropriate	•	
	:	places indoors	Ŗ	
	· 4.	Gather equipment and materials for activities.	C	
	239.	Feed animals and/or water plants	·C	•
٠,		Arrange and rearrange fürniture/cribs	С	
•	6.	Report any needed equipment repairs to someone		
	r	in charge $f$	С	
	225.	Wash toys and equipment (blocks, dolls, puzzles,		
		etc.)	С	
	240.	Wash doll clothing, dress-up clothing, towels,	•	
•	•	rest mats, etc.	۰D	4
,	241.	Make repairs or replace parts on play equipment	. D	,,,
	209.	Fold and put away rugs/cribs '	₽D °	•
•	144.	Clean outdoor equipment.	∳D	4
•	125.	Set up and put away outdoor equipment	D.	•
.1	226.	Clean animal cages, pens, or containers	D	
- · ·		•		
J.	Food	Service		
، سي				
	•	Plan, meals	A٠	•
•		Prepare meals	Α.	
4.0		Clean up soiled dishes, etc.	В	# <b>⊕</b> €
•		Use the range to prepare hot foods for meals	B B	, .
حمر كم		Prepare meats for children's meals	₽.	- > <del>42</del> ~
		Prepare vegetables for children's meals.	В	ŧ
		Serve food	В	
		Clear away food	В	
		Wash dishes by hand	В	
· · /		Set table	- B	•
:= -l	30 🚉	Clean small electrical kitchen appliances	В	
_		and the second s	7	•

Performance Rate of Tasks

	· · · · · · · · · · · · · · · · · · ·	
J.	Food Service (con't.)	, <b>-</b>
	56. Prepare salads for children's meals	В
•	152. We the oven for making baked goods, meats,	
•	and casseroles	В
	242. Plan snacks	В
	143. Wash off tables	Ŗ
	153. Use the mixer for preparing baked goods and	•
	desserts	`B`
	10. Prepare snacks	В
	130. Put away food supplies	Ъ
	106. Store kitchen equipment	В
	54. Prepare desserts for children's meals \	В
	80. Prepare sandwiches for children's meals	<b>B</b>
	82. Order groceries	В
	83. Inventory supplies and food	С
	55. Prepare casseroles for children's meals	С
	81. Clean the range and/or oven	С
	79. Prepare soups for children's meals	С
	103. Clean/defrost the refrigerator	С
	33. Prepare foods for special occasions	С
•	9. Plan food for special occasions	С
	132. Check in food and cleaning supplies as they come	С.
	8. Use blender for preparing drinks, soups, and	_
	sauces	<u>C</u> .
	127. Clean/defrost the freezer	D
	104. Load, unload and clean the dishwasher	D
	154. Order government food commodities	
r, .	Planning Goals and Activities	
( L major	riaming Goars and Activities	
	137. Plan daily schedule	В
	136. Evaluate plans and change them when needed	Ć
	138. Plan special activities (field trips,	
	animals, growing plants, etc.)	D
	114. Plan activities to be offered every day	D
	112. Plan goals for year's program	D
	113. Help plan goals for year's program	D
,		

Performance Rate of Tasks

	Work	with Exceptional Children	
٠	36.	Feed exceptional children or assist these	
		children with mealtime activities	-C
	37.	Train exceptional children in self-help skills	ē
		Direct exceptional children in activities	
		involving language abilities .	С
	3.	Assist exceptional children with activities	
		involving social skills	С
	203.	Assist exceptional children in activities	1
	•	involving motor control, motor coordination, and "	,
		perceptual motor training	D
	160.	Plan special activities for children with	
	-	special problems or needs	D
	220.	Guide exceptional children in activities	
	•	involving mental abilities and intellectual-	
		emotional development	D
	51.	Report or record behavioral changes in each	
		exceptional\child	D
	29.	Assist professional staff in the overall	
	٠ ,	evaluation of the progress of each exceptional	
		\child \_: \	D
	52.	Handle certain clerical responsibilities involved	
		with the exceptional child	D
	•		ž
	Laund	dry \	
•			
		Make beds and change bed linens	Α
6		Sort and prepare laundry for the washer .	В
		Fold laundry	В
	128.	Load, select controls, detergents, bleaches,	
	100	etc. and unload laundry from the washer	В
		Load, select temperature control, and unload	_
	,	dryer	В
		Do the mending	В
	69.	Do the ironing	Ç

# Performance Rate of Tasks

			_
N.	Regul	lation of Supplies and Equipment	•
,	100	Holm decide needs of center/home	С
•		herb decide needs of centery nome	C.
		Order cleaning supplies	C
*****		Make lists of supplies needed ,	C
^ _		Do the bookkeeping	C
1		Order first aid supplies	C
3		Check/inventory first aid supplies	C .
		Plan for needs of center/home	D,
		Order equipment	D
		Take inventory of equipment	ת
٠.	100.	Check in and deliver equipment as it arrives	, D
0	Care	of Sick Child	.*
0.	Cale	of Sick Child	
	229.	.Take child to see a doctor of necessary .	С
		Read a temperature thermometer	С
		Care for sick hild	C,
,	73.	Give medicine and follow doctors orders	
		about a sick child	С
	1907	Administer first aid to injured child	С
4		Select and prepare foods for a sick child	.C
•	91.	Supervise and comfort children isolated	
	, <u> </u>	because of emotional upset, illness, tiredness	D
	49.	Make bed with sick child in it	D.
`		Keep records of sick child	Ď.
• -		Give back rub to sick child	D °
		Make back rest for sick child	Ď,
			***
) P.	Care	of Infants	
,			
	234.	Change diapers and other clothing when	
		necessary	B
	235.	Check infants when they cry and determine	
. `		reason for crying	В
,	13.	Feed infants	В
	228.	Follow safety precautions when caring for infants	В
	247.	Carry and hold infants	₿.
		Give sponge bath to infant or a sick child	· C
-		Prepare formula for babies	С
		· -	

Performance Rate of Tasks

(arranged in descending order of mean frequency scores)

### Q. Administration

	•	٠.
75.	Answer the telephone	В
98.	Answer correspondence	С
		D
245.	Participate in staff meetings	Ð
.238	Prepare for referral of child to other agencies	D
195.	Keep records of children's allowance sheets	Ď,
		Ď.
172.	Secure data and estimate costs for purchases	D.
121.	Compile individual case history of child	D
77.	Assist with in-service training is the state of the service training is the service of the servi	D.
170.	Write/compile reports to various agencies/	
	parence, board of arrestory, , ,	D
212.	Supervise safety program/instructions for staff .	
		D
213.	Schedule and allocate work for assistant	•
•	teachers	D
	1100b -4100	D
66.	Lead staff discussion related to observing	
Í	O11=201011	D
	Coopérate in administrative staff discussion	÷
	on operation and maintenance of building	•
	and grounds	D.
	Type Tepotics to various agencies	D:
	Conduct staff meetings	D,
53.	Evaluate and supervise teaching staff	D.
126.	Establish administrative policies (fee	
		D,
		D.
	Administer insurance programs,	D
	Train teaching staff/volunteers/student teachers	_
	Supervise teachers in observing children	7.
	Interview prospective clients	<b>,</b>
	Schedule and allocate work for teachers	-
249.	Interpret social history and family background	٠.
	to staff	_
	Keep staff personnel records	-
155.	Fill out reports for government hot lunch program	<b>-</b> .

Performance Rate of Tasks

R.	Work	With Parents	•
	173	Collect fees from parents/agencies	D
		Consult caseworker on parents problems	D
		Write communications to parents' (letters,	_
	,,	cards, etc.)	Ď
•	184.	Participate in parent conferences	_D
'		Participate in parent meetings	ď
		Conduct individual parent conferences	D
		Write reports on contacts with parents	D
		Help acquaint, parents with center and its	
p-		program	D
	147.	Conduct public tours : \	D
		Conduct parent meetings	D
s.	Budge	eting and Public Relations	
	149.	Prepare budgets	D
•		Approve budget expenditures	D
	146.	Interpret functions of center to community	D
т.	Supe	rvision of Non-Professional Staff	<b>1</b> 20
١.	45.	Supervise cleaning service	D
		Supervise maintenance staff	D
•		Schedule and allocate work for volunteers	D
		Schedule and allocate work for maintenance	
•		personnel	D,
,45kg	214.	Schedule and allocate work for aides	-
•	.231.	Schedule and allocate work for cleaning staff	-
٠,	197.	Schedule and allocate work for houseparents/	•
	·`.	resident counselors "	
		Interview and hire prospective employees	†
· ·	196.	Schedule and allocate work for recreation	• •
- ".		director	-
	215.	Schedule and allocate work for cooks	-
•			•

Performance Rate of Tasks

(arranged in descending order of mean frequency scores)

### U. / Items not Identified with Basic Clusters

4.	rheip cimidren understand the importance or	
•	eating nourishing foods	В
200.	Bathe children .	В
27.	Follow regularly assigned schedule of	
	responsibilities and assume other	
	responsibilities as needed	В
248.	Feed children	В
34.	Help children prepare foods for special occasions	С
	Accept instruction and guidance from person	
	intcharge	С
75	Obtain regular health check ups	D
	Plan seating arrangement for children '	D
	Keep records of clothing used by children	D
	Sand and paint furniture	D
	Supervise case aides working with parents	_

### TASKS PERFORMED BY HOUSEPARENTS ARRANGED IN CLUSTERS

#### Task Clusters:

Performance Rate of Tasksa

	Α.	Socialization	of	the	Child
--	----	---------------	----	-----	-------

			•
	140. Show an interest in what the children are doing	A	`
	117. Answer questions with simple explanations	A`	
· •	93. Help child learn acceptable behavior patterns	Α	*
	187. Sit with children and encourage conversation	^A	
	198. Supervise snack time and/or mealtime	A	
	139. Set limits for child to follow	Α 、	
	186. Assist child in developing positive attitudes	•	
	toward sharing with others	'A	
`•	157. Listen to what child says about his creative		
	.work	Α	
	12. Help children develop good table manners.	Α	
	68. Maintain discipline to prevent children from	_	
	harming themselves and others	Α	
	163. Settle arguments	` A 🕏	
•	165. Encourage development of child's curiosity	·A	
٠, ١	16. Adhere to rules about use (e.g. only two		
شيع ده	children at a time) of equipment	В	
	164. Stimulate children's play	В	
	87. Assist children with group play	В	
	201. Choose books for daily reading or storytelling	С	
В.	Handling Special Behavioral Situations		
			:
	44. Observe children for special behavior patterns		
* **	and responses	Α	
٠	141. Handle temper tantrums	Α	
	86. Assist children individually	Α	
C.	Broadening Child's Concepts and Imagination		
	· · · · · · · · · · · · · · · · · · ·		
	116. Talk and listen to children	Α	
	14. Encourage children to try new foods	₿	
	39. Provide other materials (dishes, telephone,	9 ,	٠.
•	**broom, etc.) when child requests them	В	
• `	63. Help children notice sizes and shapes of blocks	D Ď	
,	42. Develop imaginative play equipment	. D	•

aAn A indicates a task which is performed several times a week;
B a task which is performed several times a month; C a task which is performed several times a year; D a task which is performed less than once a year; and - a task which is never done.

Performance Rate of Task's

Task Clusters

(arranged in descending order of mean frequency scores)

<u> </u>	,	
D.	Supervision of Play and Routine Activities	
	115. Assist children in developing good housekeeping habits	Λ
		A
	233. Help children to clean-up	A
	227. Practice safety procedures by being alert to situations and equipment involving hazards to	
	the safety of children	Α
	60. Supervise outdoor play	В
•	179. Supervise bathroom procedures (toileting,	_
	washing, personal grooming, etc.)	·B
4.	38. Supervise manipulative play (puzzles,	
34	woodworking, etc.)	С
	178. Supervise rest time	C
	177, Select children's clothing appropriate for	`
	temperature and activity	С
	109. Supervise special activities (field trips,	
•	animals, etc.)	С
	110. Read or tell stories .	С
,	156. Help children dress and undress	С
	85. Supervise dramatic play activities (blockbuilding	,
	housekeeping, play, etc.)	С
	lll. Select and play recorded music	С
	62. Teach and lead singing and rhythmic activity	D
	40. Help children to put on and take off dress-up	_
	clothes	D
	64. Help children put blocks away	D
1	41. Help children learn how to turn pages	D
	188. Participate in teacher-directed activities	_
•	(rhythm, songs, etc.)	D
E.	Daily Involvement of Children and Parents	ť
	NAP.	
	92. Assist children in developing a sense of	
	"belonging" in the center	Ą-
	217, Help the children learn the established routines	Α
	189. Report accidents, signs of illness and discomfort	
	in children and other important happenings	$\mathbf{A}$
_	208. Learn children's names as soon as possible	В
	218. Welcome children when they arrive	В
• •	169. Make observations/reports	В,
•	167. Identify child's state of health during daily .	
	inspections	В
	204. Talk informally with parents	В
``	205. Answer parents' questions	С
·• ''	219. Distribute materials to be taken home	С

Performance Rate of Tasks

٠.		•
F.	Daily Communication and Emergencies	*
		•
	97. Take messages .	Α
•	118. Run erränds	Α
	123. Greet guests:	В
	191. Help in time of emergencies	Β̈́′
	199. Introduce new child to center	С
	206 Contact parents in emergency or illness	D
. <b>G</b> ¹.	Management of Creative Activities	*-
~ *		થે
	18. Arrange materials and equipment so they are	• "
	ready for use	В
	6. 61. Supervisé creative activities (painting,	
^	playing with clay, crafts, etc.)	В
•	20. Improvise play materials and activities	B.,
,	19. Help keep supplies readily available for.	,
•	teacher and children	ii Giguya.
	202. Help children with their nature and science	
	experiences	Ć
٠ ,	162. Prepare bulletin boards	С
	43. Help children make things to play with	С
	17. Help children learn to use hammer, saws,	
	etc. for craft activities	'c \
•	.89. Get crayons and paper ready	c C
•	90. Encourage experimentation with paint	DΛ
e*	251. Prepare art materials(paint, dough, clay, etc.)	$\mathcal{O}_{D}$
	65. Arrange books on table for children's use	D
	88. Show children how to use scissors	D
•	161. Make learning aids (charts, flannel boards)	D
	180. Put child's name on his art work	D · ,
,	134. At the end of the day, clean paint brushes	D
	133. Prepare paper or table top for painting	D
	5. Repair books	D
	158. Help child remove painting from easel and set	
-	aside to dry	D
٠, ٧,	159. Write child's story about a picture if requested	D.
	135. Help put on and remove painting aprons or shirts	D .
	181. Put newsprint on easels for painting	D -
	182. Put paper on the floor under the easels	Ď

Performance Rate of Tasks

	٠.		
Н.	Hous	ehold Maintenance	
,		Dispose of wastes	·A
• .	131.	Put away cleaning supplies .	В
•		Clean and straighten cabinets/cupboards/shelves	С
		Clean storage area	С
<i>.</i> (		. Do the dusting	~~C
		Clean mirrors and windows	С
		Polish furniture .	C.
٠.,		Do the vacuuming	* C
		Wash walls and woodwork	C 🚉
• • •	96.	Clean and wax floor	D.
	``; `		
Į.	Care	of Toys, Equipment, Plants, and Animals	٠
	21.	Store equipment and materials in appropriate	
		places indoors	В
	6.	Report any needed equipment repairs to someone	٠,
	<b>~.</b>	in charge	В
	4	Gather equipment and materials for activities	В
٠,		Arrange and rearrange furnithire/cribs	C
. , :		Reed animals and/or water plants	Ċ.
marken ,		Fold and put away rugs/cribs	Ċ
•		Make repairs or replace parts on play equipment	C
- Assess	125.	Set up and put away outdoor equipment	D.
and the same		Wash toys and equipment (blocks) dolls	٠,
	,	púzzles, etc.)	,D
	144.	Clean outdoor equipment	D
/		Wash doll clothing, dress-up clothing, towers,	D
•	,	rest mats, etc.	D
	226.	Clean animal cages, pens, or containers	Ď
Sept.	`.		``: _
J.	Food	(Service	:
	,	The state of the s	• •
,	143.	Wash off tables	В
		Serve food	B
		Prepare snacks	R
		Plan snacks	B
		Prepare meals	B
		Clear away food	B
		Wash dishes by hand	- B
		Prepare vegetables for children's meals	没.
•	151	Use the range to prepare hot foods for meals to	Bail
	4040	ose one range to brehate not 10002 for meater (	D 🐧

Performance Rate of Tasks

(arranged in descending order of mean frequency scores)

### J. Food Service (con't.) '

, 31.	Prepare meats for children's meals	Ċ
56.	Prepare salads for children's meals	С
54.	Prepare desserts for children's meals	С
1.	Plan meals	С
-	Set fable	С
	Prepare sandwichés for children's meals	C ·
	Clean up soiled dishes, etc.	" C
	Use the oven for making baked goods, meats,	· .
	and casseroles	C
55.	Prepare casseroles for children's meals	С
	Prepare soups for children's meals	С
	Order groceries	С
	Clean small electrical kitchen appliances	С
	Put away food supplies	С
		С
^33°	Plan food for special occasions "Prepare food for special occasions	· C
	Inventory supplies and food	·c
	Use the mixer for preparing baked goods and	
	desserts	С
106.	Store kitchen equipment	C.
	Check in food and cleaning supplies as they come	С
	Clean the range and/or oven	c
	Clean/defrost the freezer	С
	Load, unload and clean the dishwasher	С
	Clean/defrost the freezer	D
	Use blender for preparing drinks, soups, and	
•	sauces	Ď
İ54.	Order government food commodities	Ď
Plan	ning Goals and Activities	
	· · · · · · · · · · · · · · · · · · ·	
136.	Evaluate plans and change them when needed	В
137.	Plan daily schedule	B B
114.	Plan activities to be offered every day	С
138.	Plan special activities (field trips, animals,	
	growing plants, etc.)	С
113.	Help plan goal's for year's program	С
	Plan goals for year's program	D

Performance Rate of Tasks

(arranged in descending order of mean frequency scores)

### L. Work with Exceptional Children

51.	Report or record behavioral changes in each	_	
· ('an '	exceptional child	) E	3
29.	Assist professional staff in the overall		
	evaluation of the progress of each exceptional	, _	
	child	E	3
٤.	Assist exceptional children with activities	_	_
	involving social skills	Ę	Š ,
220.	Guide exceptional children in activities involvi	ng	
	mental abilities and intellectual-emotional	, _	
	development	E	Ş <sub>Ş</sub>
ESEOU.	Plan special activities for children with		
	special problems or needs	C	•
£5 <b>.</b>	Direct exceptional children in activities		
	involving language abilities	. (	·
<b>3</b> 7.	Train exceptional children in self-help skills	. (	<b>.</b> .
<b>52.</b>	Handle certain clerical responsibilities		•
	involved with the exceptional child .	C	7
36.	Feed exceptional children or assist these		
	children with mealtime activities .	. (	:
<b>2</b> 03.	Assist exceptional children in activities	•	
	involving motor control, motor coordination,	1	ŀ
	and perceptual motor training	C	:
			•
Laun	dry \		
129.	Load, select temperature control, and,	,	
	unload dryer	È	<u> </u>
<b>195.</b>	Fold laundry	E	3; 1
	Sort and prepare laundry for the washer	Ç	
128.	Load, select controls, detergents, bleaches,	. 、	. :
	etc. and unload laundry from the washer \ .	· ` C	
	Make beds and change bed linens	C	;
70.	Do the mending	C	:
69.	Do the ironing	. [	)

Performance Rate of Tasks

N.	Regul	lation of Supplies and Equipment	```
± .		Make lists of supplies needed	В.
		<b>,</b>	В
1		Plan for needs of center/home	В
		Check/inventory first aid supplies	С
		Order cleaning supplies	С
		Order first aid supplies .	С
ŕ		Order equipment	С
		Check in and deliver equipment as it arrives	D 1
٠.		Take inventory of equipment	D
	99.	Do the bookkeeping	_D
,	7		
0.	$\mathcal{L}$ Care	of Sick Child	
:		in the second se	
	73:	Give medicine and follow doctors orders about	
	•	a sick child	Α .
	91.	Supervise and comfort children isolated because	
		of emótional upset, illness, tiredness	Α
<b>.</b> ` .	190.	Administer first aid to injured child	В
• • •	74.	Read a temperature thermometer	В
•	24.	Care for sick child.	В
	229.	Take child to see a doctor if necessary	С
	50.	Keep records of sick child	C
•	. 48.	Select and prepare foods for a sick child	С
		Give back rub to sick child	D
- January	49.	Make bed with sick child in it	D
		Make back rest for sick child, ", ",	D
	_		
P.	Care	of Infants	
•	224	Change diapers and other clothing when necessary	D
		Follow safety precautions when caring for infants	
7		Give sponge bath to infants or a sick child	D
			ט
	<i>43</i> 5.•	Check infants when they cry and determine reason	, ,
	1.2	for crying	D,
		Feed infants	D
		Carry and hold infants	D
•	107.	Prepare formula for babies	-
•			

# Performance Rate of Tasks

(arranged in descending order of mean frequency scores)

## Q. Administration

-		
75.	Answer the telephone	Α
	Participate in staff meetings	В
246.	Take notes (at staff meetings, etc.)	С
168.	Keep health records of children	С
47.	Cooperate in administrative staff discussion	
•	on operation and maintenance of building and	
•	grounds:	Ç
	Keep records of children's allowance sheets	<b>C</b> ,
66.	Lead staff discussion related to observing.	•
	children	С
		Ç
	Assist with in-service training	D
	Keep attendance records	-D-
	Compile individual case history of child	D
	Interpret social history and family background	_
	to staff	D
	Supervise safety program/instructions for	_
	staff and students	D
172.	Secure data and estimate costs for purchases	D
		D
	Collaborate to write proposals	D
	Train teaching staff/volunteers/student teachers	D
	Prepare for referral of child to other agencies	D
120.	Establish administrative policies (fee setting,	ъ
145	admission, hours, etc.) Interview prospective clients	ר. ה'ל
	Conduct staff meetings	D
	Schedule and allocate work for assistant	ט
213.	teachers	" ח
. 170 .	Write/compile reports to various agencies/parents	
±/·	board of directors .	Ď
53.	Evaluate and supervise teaching staff	D
	Schedule and allocate work for teaching	D .
	Supervise teachers in observing children.	D.
171.	Type reports to various agencies	D
192.	Administer insurance programs	<u>-</u> '
	Fill out reports for government hot lunch	
Ç	program	<del>-</del>

G

D

D

D D

D

#### Task Clysters,

#### Performance Rate of Tasks

(arranged in descending order of mean frequency scores)

#### R. Work With Parents

237.	Consult caseworker on parents problems	C
183.	Help acquaint parent with center and its program,	, C
184.	Participate in parent confernces	D
222.	Participate in parent meetings	D
147.	Conduct public tours	D
223.	Write reports on contacts with parchits.	D
236.	Write communications to parents (lefters, cards,	
-	etc.) ."	Đ
173.	Collect fees from parents/agencies	D
	Conduct individual parent conferences	D

### S. Budgeting and Public Relations

221. Conduct parent meetings

- 146. Interpret functions of center to community
  150. Approve budget expenditures.
- T. Supervision of Non-Professional Staff
  - 45. Supervise cleaning service
    197. Schedule and allocate work for houseparents/
    resident counselors
  - 231. Schedule and allocate work for cleaning staff
  - 230. Schedule and allogate work for volunteers 232. Schedule and allogate work for maintenance
  - 232. Schedule and allocate work for maintenance personnel
  - 214. Schedule and allocate work for aides
  - 46. Supervise maintenance staff
  - 196. Schedule and allocate work for recreation ...
  - 193. Interview and hire prospective employees
  - 215. Schedule and allocate work for cooks

Performance Rate of Task's

- U. Items Not Identified With Basic Clusters
  - 27. Follow regularly assigned schedule of responsibilities and assume other responsibilities as needed
  - 28. Accept instruction and guidance from person in charge
  - 2. Help children understand the importance of eating nourishing foods
  - 174. Keep records of clothing used by children
    - 34. Help children prepare foods/for special occasions
    - 7. Obtain regular health check ups
  - 248. Feed children
  - 84 Plan seating arrangement for children
  - 200. Båthe children
    - 23. Sand and paint furniture
  - 250. Supervise case aides /working with parents

#### ASKS PERFORMED BY NURSERY SCHOOL/DAY CARE CENTER DIRECTOR/TEACHERS ARRANGED IN CLUSTERS

Task Clusters

Performance Rate of Tasks

(arranged in descending order of mean frequency scores)

#### Socialization of the Child

		•
.140.	Show an interest in what the children are doing	Α
	Answer questions with simple explanations	Α
157.	Listen to what child says about his creative	
	work	Α
68.	Maintain discipline to prevent children from	
,	harming themselves and others	- A
· 9.3.	Help child learn acceptable behavior patterns	Α
187.	Sit with children and encourage conversation	Α
165.	Encourage development of child's curiosity	Α
87.	Assist children with group play	Α
	Stimulate children's play	Α
186.	Assist child in developing positive attitudes	
	toward sharing with others	A
16.	Adhere to rules about use (e.g. only two children	1
	at a time) of equipment	.Α· \
	Help children develop good table manners	Α
	Settle arguments /	A ´
	Supervise snack time and/or mealtime	Α
	Set limits for child to follow	Α
201.	Choose books for daily reading or storytelling	$\mathbf{A}_{j}$ .
. Hand	ling Special Behavioral Situations	•
,		

86.	Assist children individually		Α,
44.	Observe children for special behavior patterns		
	and responses / \ \ ' \	`	Α
141.	Handle temper tantrums		Α·

#### Broadening Child's Concepts and Imagination

					*
	L16.₅	Talk and listen to children \	``, ·	Α	-
ñ		Provide other materials (dishes, telephone	ne,	- \$m.	
Ĵ.	i	broom etc. when child requests them	/ ;	Ā	; **:
	63.	Help children notice sizes, and shapes of	blocks	Ā	
	42.	Develop/imaginative play equipment	44	В	
	14.	Encourage children to try new foods "		.B	

aAn A indicates a task which is performed several times a week; B a task which is performed several times a month; C a task which is performed several times a year; D a task which is performed less than once a year; and - a task which is never done.

Performance Rate of Tasks

1			
<b>D.</b>	Supe	ervision of Play, and Routine Activities	,
	Cupe	er visuon of Flay and Routine Activities *	,
.,	227.	Practice safety procedures by being alert to	
**	g. )	situations and equipment involving hazards to the	5 *******
		safety of children	Α
	38.	Supervise manipulative play (puzzles;	
١,		woodworking, etc.)	A . •
\	233.	Help children to clean-up	Α '
	115.	Assist children in developing good housekeeping	
1		fhabit's \	Α
	188.	Participate in teacher-directed activities	*
	\	(rhythm, songs, etc.)	Α
	64.	Help children put blocks away	Α
	85.	Supervise dramatic play activities (block-	•
	110		·A `
		Read or tell stories	A .
	60	Teach and lead singing and rhythmic activity Supervise outdoor play	A·
*		Supervise bathroom procedures (toileting,	. A ,
		washing, personal grooming, etc.)	^
	40.	Help children put on and take off dress-up	A.
. \		clothes	Α
•	ıiı.	Select and play recorded music	A
4		Help children dress and undress	В
5		Help children learn how to turn pages	В
•	178.	Supervise rest time	в"
•	109.	Supervise special activities (field trips,	
		animals, etc.)	В
	177.	Select children's clothing appropriate for	_
		temperature and activity	D.
E .	Dadi	Thursday and Children and D	, <del></del>
F.	Daii	y Involvement of Children and Parents	• .
	92.	Assist children in developing a sense of	
		"belonging" in the center	Δ :
	217.	Help the children learn the established routines	A .
	218.	Welcome the children when they arrive	Α .
	219.	Distribute materials to be taken home	A
	204.	Talk informally with parents	A
		Answer parents' questions	A\ '\
-	189.	Report accidents, signs of illness and	/::/
7	,	discomfort in children and other important	
			Arrow
٠,	208.	Learn children's names as soon as possible	В 🦟.
	TOVE	Identify child's state of health during daily,	凝
`````\ •	1,60		B,
•		Make observations/reports for use by administrators/directors	C
,	, -( ·	administrators/directors	C <sub>.</sub>

# NURSERY SCHOOL/DAY CARE CENTER DIRECTOR/TEACHERS

-	·			
$\overline{}$				
/	M -1- 01	Domfor	manaa Data of T	- 0100 '-
	Task Clusters `	, serror	mance Rate of T	asks
	•	•		•
	/and in december orde	<u>,</u> `	,	,
	(arranged in descending orde	·		
	of mean frequency scores)		,	
	,	Perfo	\	
			<del>- ` </del>	<del>`</del>
		•		Po.
F.	Daily Communication and Emer	rencies	•	∌\$
• •	Dairy communication and	,	``	7. W
			•	•
	97. Take messages		В 🐇	3
•	\	P		da.
	123. Greet guests	<i>5</i> •	2 B	7
	191. Help in time of emerger	cies. "	. , B	
	118. Run errands	, , ,	•° • • B	
		3 3 3		
	206. Confact parents in emer	gency or illaness	Ba y	
4	199. Introduce new child to		,³ ° 6C ⋅ ⅓ °	9
	199. Incloduce wew curra co	Serre	, ,	`
	3 - 3		2	` 5
G.	Management of Creative Activ	ities · 🎺 😘 .	\$2.3°	. N
•			4,	
	·	a' '' a , a e ,	· ~ ~ ~ ~	
	61. Supervise creative acti	vities (painting,	9	
_	playing with clay, craf		•' A	
	praying with cray, crai		•	•
`	18. Arrange materials and e	quipment so tney	are	· 66
	ready to use	~ .	"" a A a	3 80
	,			र्क•५
	19. Help keep supplies read	ith analiapie to:	n teacner	
	and children,	,	o A	.∞ ⊃
	180. Put child s name on his	árt, work	A	,
			, A.	
	89. Get crayons and paper i	eady 🐒 🧪	• A	
	20. Improvise play material	s and activities	A	-,
	65. Arrange books on table		A A	`a \ ′
	88. Show children how to us	e scissors	20° • • A.	
	202. Help children with their		ລກດດໍ່	
\		I havare and sca	ince ,	~ ′
	experiences .		A	3
4	90. Encourage experimentati	on with paint	В.	·
- (·				,
• //	158. Help child remove paint	riid rrom easer ai	, , ,	
//	aside to dry	· • • • • • • • • • • • • • • • • • • •	* B**	
'	181. Put newsprint on easels	for paintind &	В .	
	Torritan on caspital	18. 1 Park. 11. 3. 3		, ,
	251. Prepare art materials (			
	135. Help put on and remove	painting aprons	or shirts 🖁 🔼	
	43. Help children make thir	ac to play with	, and	
-				<b>X</b> 1
,	133 Prepare paper or table	top for painting	, AB	•
	134. At the end of the day,	clean paint havel	nes <sup>i *</sup> R	
	161 1/21-11-1-11-11-11-11-11-11-11-11-11-11-11		-36) 65 5	<b>′</b> .
	161. Make learning aids (cha			
	182. Put paper on the floor	under the easels	ъ В	
	17. Help children learn to			
				` <b>`</b> \.
	etc for craft activity	es 🦼 📜 🕺	inia B	. ]
	159. Write child's story abo		requested C	٠,
	160 Branchis Trust and the state of the stat	mark brooks by	The state of the s	-
	162. Prepare bulletin boards			
1	5. Repair books	The state of the s	C /	es ·
			ia ·	•

242. Plan snacks

35. Set table
105. Wash dishes by hand
83. Inventory supplies and food
9. Plan food for special occasions
33. Prepare foods for special occasions

130. Put away food supplies

Performance Rate of Tasks

(arranged in descending order

_				
		OI	mean frequency scores)	
á_				
		. / .		
ł	₩.	House	ehold Maintenance	-
			,	
		22 .	Dispose of wastes \	Α
		120.	Clean and straighten cabinets/cupboards/shelves	В
		142.	Clean storage area	С
			Put away cleaning supplies	C . °
		94.	Clean, mirrors and windows	D ,
	-		Do the dusting	D
		72.	Do the vacuuming.	· <b>D</b>
Á			• -	D \
F			Wash walls and woodwork	D .
	`			iD \
				'
	Ι.,	Care	of Toys, Equipment, Plants, and Animals	• ;
\$``	7. Tab		, and the second	
		21.	·Store equipment and materials in appropriate	
	_		places indoors	A1
	2	4	Gather equipment and materials for activities	A
		. 6	Report any needed equipment repairs to someone	'\
		. 0.	in charge	В
		230	Feed animals and/or water plants	В
	3		Make repairs or replace parts on play equipment	Ĉ.
			Arrange and rearrange furniture/cribs	c ·
			Wash doll clothing, dress-up clothing, towels,	
1	~		rest mate, etc.	c \
	7		Fold and put away rugs/cribs	c \
	, •2		Set up and put away outdoor equipment	C 1.
-		225	Wash toys and equipment (blocks, dolls,	
3.5	¥.*		puzzles, etc.)	C• .
ŧ				_
	•		Clean animal cages, pens, or containers	D ;
		144.	Clean outdoor equipment	$\mathbf{D} \setminus \mathbf{i}$
	T.	Daniel	Committee	\
	J.,	. POOC	Service	
•	. 20	~T24.0	11-11-11-11-11-11-11-11-11-11-11-11-11-	B
			Wash off tables	В ,
			Serve food	В
٠.			Prepare snačks	B
	,		Clear away food	, \ ,
3	و المح	ຼ 59 ຄັ	Clean up soiled dishes, etc.	C .

### NURSERY SCHOOL/DAY CARE CENTER DIRECTOR/TEACHERS

# Tash Clusters

Performance Rate of Tasks

<u> </u>				
J. °	Food	Service (con't.)	•	
	. 82°.	Order groceries \	D	
		Check in food and cleaning supplies as they come	D	
	106.	Store kitchen equipment	D	
•		Clean small electrical kitchen appliances	D	
	152.	Use the oven for making baked goods, meats, and	~	•
•	•	casseroles , and	D	
,	151.	Use the range to prepare hot foods for meals	D '	
<b>1</b> .	153.	Use the mixer for preparing baked goods and	2	
	-(	desserts \ '	D	•
χ	1.	Plan meals	D.	
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		Prepare meals	D.	
•		Prepare desserts for children's meals	D .	
,		Clean/defrost the refrigerator	D	
\		Prepare vegetables for children's meals	D	
,	104	Load, unload and clean the dishwasher	D ;	
		Use blender for preparing drinks, soups, and	~ j	
_	,	sauces	D :	
, ,	80.	Prepare sandwiches for children's meals	D	ć
		Prepare soups for children's meals	D	
		Prepare meats for children's meals	D	
v		Clean/defrost the freezer\	D	
		Prepare casseroles for children's meals	D	
' 3		Prepare salads for children's meals	D	
		Clean the range and/or oven	D ·	
•	154.	Order government food commodities	Ď	
٠ رفع _				
K.	Plan	ning Goals and Activities	- al 200	
•		4,		
2 to 200		Plan daily schedule	`A	
	136.	Evaluate plans and change them when needed	В.	
		Plan activities to be offered every day	В	
•	138.	Plan special activities (field trips,		
,	_	animals, growing plants, etc.)	B.	
		Help plan goals for year's program	С	
ÿ	112.	Plan goals for year's program	<b>C</b> .	

Μ.

Performance Rate of Tasks

(arranged in descending order of mean frequency scores)

		*		
,	Work	with Exceptional Children	4	
	3.	Assist exceptional children with activities		<i>;</i> .
		involving social skills	В	•
	320.	Guide exceptional children in activities	_	
		involving mental abilities and intellectual-		
	•	emotional development,	В	_
	15.	Direct exceptional children in activities		
	£	involving language abilities	В	
	160.	Plan special activities for children with		
		special problems or needs;	В	
		Assist professional staff in the overall		
	,	evaluation of the progress of each exceptional		
		child	B	
	203.	Assist exceptional children in activities		
		involving motor control, motor coordination	D	•
	. 27	and perceptual motor training	В	
		Train exceptional children in self-help skills Report or record behavioral changes in each	В	
	ه عرف	exceptional child	С	**
	52.	Handle certain slerical responsibilities involved	, C	
	<b></b> •	with the exceptional child	С	
	36.	Feed exceptional children or assist these	·×~	-
		children with mealtime activities	D,	
	Laund	lry		
٠.		Fold laundry	D	•
_	176.		D	٠.,
		Do the mending	D	
•••	128.	Load, select controls, detergents, bleaches,	_	
*****	21766 A		D ^	
	129.	Load, select temperature control, and unload	ς.	
	224	dryer	D	
•		Make beds and change bed linens.  Do the ironing	ň	٠,
	, 09,	to the monthly	υ.	٠,

47

### Performance Rate of Tasks

N.	Regul	ation of Supplies and Equipment	•,	
	100 -	Help decide needs of center/home	В	
7		Plan for needs of center/home	В	
<u> </u>		Make lists of supplies needed	Č	
7 .		Order equipment	Ċ	
` -		Do the bookkeeping	Č.	
3		Check in and deliver equipment as it arrives	C	
` '		Check/inventory first aid supplies	Ċ	
		Take inventory of equipment	С	
+		Order cleaning supplies	$D_{-35}$	
		Order first aid supplies	D ·	
	. 1			
0.	Care	of Sick Child	(A)	
			•	•
•	91.	Supervise and comfort children isolated because	•	
		of emotional upset, illness, tiredness	В	
•	190.	Administer first aid to injured child	В	`
		Care for sick child	В	
•	73.	Give medicine and follow doctor's orders		
		about a sick child	D	
		Take child to see a doctor if necessary	D	
•		Give back rub to sick child	D	
		Read a temperature thermometer * *	D .	
		Keep records of sick child	D	
, ´		Make back rest for sick child	D	
		Select and prepare foods for a sick child	D ' 0	
``	49.	Make bed with sick child in it.	D.	
*•			•	
Р.	Care	of Infants		
	004	change it has a second as her alashing when it accesses	<b>C</b>	
		Change diapers and other clothing when necessary		
		Follow safety precautions when caring for infants	D	
s	235.	Check infants when they cry and determine	ъ.	
	047	reason for crying	D ,	
•		Carry and hold infants	<u> </u>	_
		Feed infants  Cive spans both to infant or a sick shild	D D	
. •		Give sponge bath to infant or a sick child  Propage formula for babies	_ •	. •
	10/	Prepare formula for babies	•	
		, , ,		

### Performance Rate of Tasks

(arranged in desgending order
 of mean frequency scores)

### Q. Administration

		Answer the telephone	A .
		Keep attendance records	В ,
	66.	Lead staff discussion related to observing	<i>~</i> ~
		children "".	В
	213.	Schedule and allocate work for assistant teachers	C
	245.	Participate in staff meetings	Ċ.
	76.	Train teaching staff/volunteers/student teachers	C
	53.	Evaluate and supervise teaching staff	C*
	67.	Supervise teachers in observing children	С
	98.	Answer correspondence	<b>C</b> .
	47.	Cooperate in administrative staff discussion	
		on operation and maintenance of buildings and	
		grounds	С
	194.	Schedule and allocate work for teachers	C ·
		Assist with in-service training:	С
		Compile individual case history of child	C-
	244.	Conduct staff.meetings	c)
	246.	Take notes (at staff meetings, etc.)	C.
	212.	Supervise safety program/instructions for	•
		staff and students	C.
	145.	Interview prospective clients	C ^
	172.	Secure data and estimate costs for purchases	С
	170.	Write/compile reports to various agencies/	
	· •	parents/board of directors	С
	168.	Keep health records of children	C.
	249.	Interpret social history and family background	_
		to staff	D.
	126.	Establish administrative policies (fee setting,	_ ′
	`•	admission, hours, etc.)	D.
	122.	Keep staff personnel records	`D
	238.	Prepare for referral of child to other agencies	D
	148.	COTTABOLATE TO WILLE Proposale	D.
		13, po 1 op 0 1, or 1 o	٠D.
	192.	Administer insurance programs	D
•	195.	.Keep records of children's allowance sheets	D
,	155.	Fill out reports for government hot lunch program	Ď,
	•		

Performance Rate of Tasks

(arranged in descending order of mean frequency scores)

#### R. Work With Parents

	183.	Help acquaint parent with center and its program	ìв
	236.	Write communications to parents (letters, cards,	
	•	etc.)	С
	184.	Participate in parent conférences	.C
	173.	Collect fees from parents/agencies ^	С
		Conduct individual parent conferences	C.
и	222.	Participate in parent meetings	· C
	147.	Conduct public tours	Þ
	223.	Write reports on contacts with parents	D
		Conduct parent meetings '	D
	237.	Consult caseworker on parents problems	D
			*

# S. Budgeting and Public Relations

146.	Interpret functions of center to	community	C '
150.	Approve budget expenditures	/	D,
149.	Prepare budgets	/ 🐞	D
	•		

### T. Supervision of Non-Professional Staff

45. Supervise cleaning service

Z14.	Schedule and allocate work for alues .	
230.	Schedule and allocate work for volunteers	С
46.	Supervise maintenance šervice	-C
×231.	Schedule and allocate work for cleaning staff	D
193.	Interview and hire prospective employees	D
232.	Schedule and allocate work for maintenance	
	personnel	D.
196.	Schedule and allocate work for recreation .	
42	director	D
	Schedule and allocate work for cooks	D
197.	Schedule and allocate work for houseparents	
.*	resident counselors	D

### NURSERY SCHOOL/DAY CARE CENTER DIRECTOR/TEACHERS

Performance Rate of Tasks

Task Clusters
(arranged in descending order of mean frequency scores)

### Items Not Identified With Basic Clusters

#21.	rollow leantaily assigned schedule or	
	responsibilities and assume other	
•	responsibilities as needed	Α
2.	Help children understand the importance of	
•	eating nourishing foods	В
28.	Accept instruction and guidance from person	•,
	in charge,	В
84.	Plan seating arrangement for children	С
34.	Help children prepare foods for special occasions	С
	Obtain regular health check ups	С
	-Feed children	D
	Sand and paint furniture	D
174.	Keep records of clothing used by children	D
250.	Supervise case aides working with parents	D
	Bathe children	D

# TASKS PERFORMED BY NURSERY SCHOOL/DAY CARE CENTER TEACHER AIDE/ASSISTANT ARRANGED IN CLUSTERS

#### Task Clusters

· Performance Rate of Tasks<sup>a</sup>

(arranged in descending order of mean frequency scores)

`		,	*	
Α.	Socia	alization of the Child		
	117.	Answer questions with simple explanations	A	
		Assist children with group play	A `	
		Show an interest in what the children are doing	Á	
		Assist child in developing positive attitudes		
		toward sharing with others	Α	
	157	Listen to what child says about his creative	••	
		work	Α .	
	165	Encourage development of child's curiosity	Α ΄	
•		Maintain discipline to prevent children from		
• .		harming themselves and others	A	٠.,
	03,	Help child learn acceptable behavior patterns	Α	
		Sit with children and encourage conversation	A	
		Stimulate children's play	A	
		Settle arguments	^ A	
and the same		Supervise snack time and/or mealtime	Α	
		Adhere to rules about use (e.g. only two	••	
		children at.a time) of equipment	Α	
		He'lp children develop good table manners.	A	,
•		Set limits for child to follow	В	
		Choose books for daily reading or storytelling	B /	<b>∕</b>
	201.	dioos. Pooks for daily reading of story terring	~/	
R.	Hand	ling Special Behavioral Situations	<i>/</i> .	
	110114	teng opcolar behavioral orthanions		
	<b>86</b> :	Assist children individually	A	1
		Observe children for special behavior patterns		٠.
-	•	and responses	Α	
	141.	Handle temper tantrums	В• .	
- - 1866	•			
c.	Broad	dening Child's Concepts and Imagination		•
	116	mills and linear to shildren	٠ 🛌	
		Talk and listen to children	, A.	
		Help children notice sizes and shapes of blocks	A	,
•	٠ وحر	Provide other materials (dishes, telephone,	В	
	1.4	broom, etc.) when child requests them	B. ,	•
•		Encourage children to try new foods	B.	
	. 42.	Develop imaginative play equipment	δ.	•
	-	• • • • • • • • • • • • • • • • • • • •		

An A indicates a task which is performed several times a week;
B a task which is performed several times a month; C a task which is performed several times a year; D a task which is performed less than once a year; and - a task which is never done.

Performance Rate of Tasks

		and the second of the second o		
D.	Super	vision of Play and Routine Activities		\ .
		<u>, '</u>		1
		Help children to clean-up	Α·	•
	188.	Participate in teacher-directed activities		
٠.		(rhythm, songs, etc.)	A	•
ų.	64.	Help children put blocks away	Α	
		Supervise outdoor play	Α	
		Supervise dramatic play activities (blockbuilding,		
	•	housekeeping, play, etc.)	Α	
	156.	Help children dress and undress	Α	
		Supervise manipulative play (puzzles, wood-		
		working, etc.)	Α	
	115	Assist children in developing good house-		
		keeping habits	Α	
	227	Practice safety procedures by being alert to	:	
	221.	situations and equipment involving hazards to	-	
		the safety of children	A ·	
	170	Supervise bathroom procedures (toileting, washing,		
	1/9.		D:	
	110	personal grooming, etc.)		*
		Read or tell stories	B B	_
	62.	Teach and lead singing and rhythmic activity	D	
٠.	40.	Help children put on and take off dress-up	В	4
•	43.	·	D D	٦,
		Help children learn how to turn pages	Ŗ.	
		Select and play recorded music	В	,
		Supervise rest time	D	
	109.	Supervise special activities (field trips,	ς,	
\		animals, etc.)	G	
1	177.	Select children's clothing appropriate for	_	•
\	٠	temperature and activity	D	
_ /4	_			
E. \	Daily	/ Involvement of Children and Parents		
,				
	·92.	Assist children in developing a sense of	:	. 1
		belonging" in the center	A	/
		Welcome children when they arrive	A	
	217.\	Help the children learn the established routines	A	Λ
•	208.	learn children's names as soon as possible	A	/\
	219.	Distribute materials to be taken home	A	/ }
	189~	Report accidents, signs of illness and discomfort		·
		in children and other important happenings	A	
		Talk informally with parents	В	*
Tables.		Answer parent's questions	B ·	•
`:	1674	Identify child's state of health during daily		
,		inspections \	С	
	169.	Make observations/reports for use by		
•		administrators/director \	D	
,	`. <i>F</i>	$\langle \cdot \rangle$		\ /
´-	` {			\ /

Performance Rate of Tasks

F	Daily	y Communication and Emergencies	' <u>`</u>
\;::	191.	Help in time of emergencies	B
· 🛬	٠, پوسس	Take nessages	B\
Market Control		Greet guests	C, ,
		Run errands	С
•		Contact parents in emergency or illness	C
•	<sup>199</sup> ×	Introduce new child to center	С
G.	Manag	gement of Creative Activities	
•		Put child's name on this art work	Α,
		Get crayons and paper ready	Á
•	61.	Supervise creative activities (painting, playing	
		with clay, crafts, etc.)	Α.
<b>\</b>	18.	Arrange materials and equipment so they are	
		ready for use	Α .
	88.	Show children how to use scissors	B
, -	20.	Improvise play materials and activities	В
	19.	Help keep supplies readily available for	2
	e e	teacher and children	В
	135.	Help put on and remove painting aprons or shirts	В
		Help children with their nature and science	• . ′
	<b>:</b>	experiences.	В.
• :	158.	Help child remove painting from easel and set	•
•	•	aside to dry	В
•	251.	Prepare art materials (paint, dough, clay, etc.)	В, "
•		Prepare paper or table top for painting	Βĺ.
	43.	Help children make things to play with	В
	90.	Encourage experimentation with paint	В
*	65.	Arrange books on table for children's use	в.
		Rut newsprint on easels for painting	B <sub>.</sub>
₹.		Help children learn to use hammer, saws, etc.	,
/		for craft activities	В
. /	134	At the end of the day, clean paint brushes	B
/		Put paper on the floor under the easels	C
-		Write child's story about a picture if requested.	С
/		Repair books	C '
<u>/</u> /.		Make learning aids (charts, flannel boards)	Ċ.
		Prepare bulletin boards	D
	- •		e e e

#### NURSERY SCHOOL/DAY CARE CENTER TEACHER AIDE/ASSISTANT

#### Task Clusters Performance Rate of Tasks (arranged in descending order of mean frequency scores). . Household Maintenance 22. Dispose of wastes 120°. Clean and straighten cabinets/cupboards/shelves 142. Clean storage area 71. Do the dusting. D. 94. Clean mirrors and windows 131. Put away clearing supplies D · 95. Polish furniture D 96. Clean and wax floor D 119. Wash walls and woodwork D 72. Do the vacuuming Care of Toys, Equipment, Plants, and Animals 21. Store equipment and materials in appropriate places indoors 4. Gather equipment and materials for activities 6. Report any needed equipment repairs to someone in charge 209. Fold and put away rugs/dribs 125. Set up and put away outdoor equipment 239. Feed animals and/or water plants 225. Wash tows and equipment (blocks, dolls, puzzles, etc.) 241. Make repairs or replace parts on play equipment 207. Arrange and rearrange furniture/cribs ·D 226. Clean animal cages, pens, or containers 240. Wash doll clothing, dress-up clothing, towels rest mats, etc. 144. Clean outdoor equipment. Food Service 143. Wash off tables 57. Serve food 58. Clear away food 59. Clean up soiled dishes, etc 35. Set table 10. Prepare snacks 105. Washes dishes by hand 130. Put away food supplies 106. Store kitchen equipment 33. Prepare foods for special occasions

# NURSERY SCHOOL DAY CARE CENTER TEACHER ALDE/ASSISTANT

### Task Clusters

Performance Rate of Tasks

- ·			
J.	Food	Service (con t.)	
012	· 45		3
46.00		Plan snacks	D,
الم الم	4.79	Plan food for special occasions	D
-	152	Use the over for making baked goods, meats,	,
· .		and casseroles	D
. 3.		Prepare desserts for children's meals	D
· , . ,	30 -	Clean small electrical kitchen appliances	D
A. 3		Prepare salads for children's meals	/D .
	151.	Use the range to prepare hot foods for meals	D ,
, · ·	. 32	Prepare vegetables for children's meals	D \
	103.	Clean/defrost the refrigerator	D /
, .		Load, unidad and clean the dishwasher	D
	153	Use the mixer for preparing baked goods and	•
.`		desserts	D
101	ື່າ	Plan meals	D .
\		Check in food, and cleaning supplies as they come	D
		Prepare meals	D.
. /	80	Prepare sandwiches for children's medls	D
\· \	81	Clean the range and/or oven	D.
/: /		Prepare soups for children's meals	D - 5
1)	55	Prepare casseroles for children's meals	D
/	83.	Inventory supplies and food	202
٠ /	81.	Prepare meats for children's meals	Ď
	88	Order groceries	D S
. /	8	Use blender for preparing drinks, soups,	Sec.
		and sauces	Ď.
		Clean/defrost the freezer	D /.
` .		Order government food commodities -	·D. /
-	-		7.
Κ	Plan	ning Goals and Activities	'\
,			•
	.114.	Plan activities to be offered every day	C
,	136.	Evaluate plans and change them when needed	C .
-	113.	Help plan goals for year's program.	C
	138.	Plan special activities (field trips, animals,	
	<del>-</del>	growing plants, etc.)	D
-	137.	Plan daily schëdule	D* 1
: ·.	-	Plan goals for year s program	-3D, 15
	, :		

175. Fold laundry

unload dryer

Performance Rate of Tasks

(arranged in descending order of mean frequency scores)

#### Work with Exceptional Children 15. Direct exceptional children in activities involving language abilities 3. Assist exceptional children with activities involving social skills 29. Assist professional staff in the overall evaluation of the progress of each exceptional 37, Train exceptional children in self-help skills 220. Guide exceptional children in activities involving mental abilities and intellectualemotional development 🔿 51. Report or record behavioral changes in each exceptional child 203. Assist exceptional children in activities involving motor control, motor coordination, and perceptual motor training С 36. Feed exceptional children or assist these children with mealtime activities D 160. Plan special activities for children with special problems or needs D 52. Handle certain clerical responsibilities Ď. involved with the exceptional child Laundry 224. Make beds and change bed linens 69. Do the ironing 70 Do the mending 176. Sort and prepare laundry for the washer D

128. Load, select controls, detergents, bleaches, etc., and unload laundry from the washer 129. Load, select temperature control, and

#### Performance Rate of Tasks Task Clusters (arranged in descending order of mean frequency scores) Regulation of Supplies and Equipment 100. Help decide needs of center/home .78. Plan for needs of center/home 102. Make lists of supplies needed 124. Take inventory of equipment 99. Do the bookkeeping , , , 210. Check/inventory first aid supplies 💉 166. Check in and del ver equipment as it arrives 101. Order equipment D 211. Order first aid supplies D 108. Order cleaning supplies D Care of Sick Child 91. Supervise and comfort children isolated because of emotional upset, illness, tiredness 190. Administer first aid to injured child D 24. Care for sick child D 74. Read a temperature thermometer D 243. Give back rub to sick child D 229. Take child to see a doctor if necessary 73. Give medicine and follow doctors orders about ··· a sick child 48. Select and prepare foods for a sick child 50. Keep records of sick child 26. Make back rest\for sick child 49. Make bed with sick child in it Care of Infants 234. Change diapers and other clothing when necessary D 🥦 235. Check infants when they cry and determine reason for crying 228. Follow safety precautions when caring for infants D 25. Give sponge bath to infant or a sick child 13. Feed infants 247. Carry and hold infants.

107. Prepare formula for babies

Performance Task Clusters

(arranged in descending order of mean frequency scores)

### Q. Administration

		•	
		Answer the telephone	C
		Participate in staff meetings	C
	246.	Take notes (at staff meetings, etc.)	C
	216.	Keep attendance records	С
	47.	Cooperate in administrative staff discussion on	_
	·	operation and maintenance of building and grounds	ď
	53.	Evaluate and supervise teaching staff	Ď
		Interview prospective clients	D
	98.	Answer coorespondence	D
	212.	Supervise safety program/instructions for staff	
		and students	D
•	77.		D
	66.	Lead staff discussion related to observing	
	-	children	D
	170.	Write/compile reports to various agencies/parents/ board of directors	A
	94.	board of directors	D
	67.	Supervise teachers in observing children	D
•	249.	Interpret social history and family background	
			D
٠	121.	Compile individual case history of child	D
•	168.	Keep health records of children	D
	155.	Fill out reports for government hot lunch	••
		program	Ď
		Collaborate to write proposals \	D
	238.	Prepare for referral of child to other agencies	Q
		· · · · · · · · · · · · · · · · · · ·	D
•			D
	213.	Schedule and allocate work for assistant	
	••	teachers	-
		Schedule and allocate work for teachers / \	_
		Conduct staff meetings	_
•	126.	Establish administrative policies (fee setting,	
		admission, hours, etc.	<b>/-</b> '
	195.	Keep records of children's allowance sheets	+
		Keep staff personnel records	_
		Type reports to various agencies	-
	192.	Administer insurance programs	_

# NURSERY SCHOOL/DAY CARE CENTER TEACHER AIDE/ASSISTANT

Task Clusters	Performance Rate of Tasks
(arranged in descending order	( **
of mean frequency scores)	
	, ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' '
R. Work With Parents .	· · · · ·
` ` \	
183. Help acquaint parents with center	and its .
program '\'	. C , /
222. Participate in parent meetings	D
184. Participate in parent conferences	5 D **
236. Write communications to parents (	(letters, .
cârds, etc.)	<b>D</b> ,
185. Conduct individual parent confere	ences D
147. Conduct public tours	D
237. Consult caseworker on parents pro	oblems D
173. Collect fees from parents/agencie	es D .
223. Write reports on contacts with pa	arents D
221. Conduct parents meetings	D\
Y	· · · /
S. Budgeting and Public Relations	
146. Interpret functions of center to	community
150. Approve budget expenditures	
149. Prepare budgets	•
	,
T. Supervision of Non-Professional Staff	
45/Supervise cleaning service	\
230. Schedule and allocate work for vo	olunteers D
214. Schedule and allocate work for a	ides D
215. Schedule and allocate work for co	
193. Interview and hire prospective en	
46. Supervise maintenance staff	· · · · ·
231. Schedule and allocate work for c	leaning staff
232 Schedule and allocate work for ma	
personnel	( <b>-</b>
197. Schedule and allocate work for he	ouseparents/
, residence counselors	
196. Schedule and allocate work for re	ecreation
director	> -

# NURSERY SCHOOL/DAY CARE CENTER TEACHER AIDE/ASSISTANT

		•	· · · · · · · · · · · · · · · · · · ·	•	· · · /
,	٠ ٠.	Task Clusters	. /	Performance Rate	of Tasks
	. •	(arranged in descending	order		. /
		of mean frequency score	es). / /		· · · · · · · · · · · · · · · · · · ·
			,		
/	U.	Items Not Identified wit	h Basic Cluste	ers 🗼 🐪 - /	
	<b>e</b> ,	28. Accept instruction	and quidance f	rom person /	, , ,
•	/	, iń charge	•	/ ·	À.
		27. Follow regularly as responsibilities an	signed schedul d assume othei	e of ,	**
A CONTRACTOR OF THE PROPERTY O	,	/ responsibilities as	needed	/'	A
\		<ol> <li>Help children under eating nourishing f</li> </ol>		ortance of	. \ B
		84. Plan seating arrang	ement for chil	ldren :	Č ',
` , `		34. He p children prepa occasions	re foods for	special	· · ·
	•	7. Obtain regular heal	th check ups	* * * * * * * * * * * * * * * * * * *	D .
	7	23. Sand and paint furn	iture		D
•		248. Feed children 200. Bathe children		and the same	
,	/ .	174. Keep records of clo 250. Supervise case aide	thing used by	children	
<i>i</i>	/ ·	250. Supervise case and	S WOIRING WILL	i parents	
,	/ ,			· · ·	6
· /·	•	/ . /			
	• , .				
<u> </u>			· , ,		and the same of th
· / • .			).		
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acc.	-1				
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•	Vi	م م	1 d		
0	•		~ <b>6</b>	. \ .	
ERIC .				/	
The second second	*	^ \			May A . Price

Task Clusters Across the Five Occupations

In this section a two-way matrix is presented, listing the total tasks for all five child care related occupations. Tasks are arranged in clusters and presented vertically, while the occupations are presented horizontally. The task clusters in this table are identical, in name and specific tasks included, to those presented in the individual occupational matrices; however the order of arrangement differs. Task clusters are listed in the table in descending order of commonality of performance across the five occupations, as indicated by overall mean frequency scores for each cluster. Within the clusters individual tasks are also listed in descending order of overall mean frequency scores. In other words, tasks performed commonly by several occupations. are presented first, followed in order by tasks least common or unique to specific occupations.

The numbers preceding each task in the matrix indicate the task number from the questionnaire used for the study. These numbers are listed for additional ease in identifying each specific task as precisely as possible.

Performance rate of tasks for all the occupations is designated in the matrix by alphabetical symbols which represent a range of mean frequency scores for the tasks. An A identifies a task with a mean frequency score of 3.00 or above and indicates the task is performed at least several times a week. The letter B identifies a task with a mean frequency score between 2.00 and 2.99 and indicates the task is performed several times a month. The letter C identifies a task with a mean frequency score of 1.00 to 1.99 and indicates task performance

frequency score of .99 or less and suggests the task is performed less than once a year. A dash (-) is the symbol used to identify a mean frequency score of .00 and indicates that the task is never done.

Examination of the matrix reveals certain aspects of commonality. and uniqueness of clusters of tasks when comparisons are made between the five occupations. Tasks related to socialization of the child and handling special behavioral situations are performed frequently by all occupations. On the other hand, tasks included in the basic functions of administration, formalized work with parents, budgeting and public relations. and supervision of non-professional staff are infrequently performed by all occupations. Each occupation performs tasks in clusters concerning broadening child's concepts and imagination, supervision of play and routine activities, daily involvement of children and parents, daily communication and emergencies, management of creative activities, household maintenance, care of toys, equipment, plants and animals, food service, planning goals and activities, work with exceptional children, Laundry, regulation of supplies and equipment, care of sick child, and care of infants; however, few tasks within these clusters are performed at the same frequency level by all five occupations.

### TASKS PERFORMED IN CHILD CARE RELATED OCCUPATIONS

•	Task Clusters	<u>Per</u>	forma	nce Ra	te of	Task	s <sup>a</sup>
•	(arranged in descending order of mean frequency scores)	,		Occupa	tions	<i>(.</i> -	
	or mean frequency scores,	Day Care	Mother Foster	Houseparent	Nur. Sch. Dir./Teàchèr	Nur. Sch. Aide/Ass't.	
·		•		•	<del></del>		^
Α.	Socialization of the Child		*	•	•		•
	140. Show an interest in what the children are doing	£	<b>А</b> В	. • A	Α	Α	
	117. Answer questions with simple		٠	•	,		
	explanations 68. Maintain discipline to prevent children from/harming themselv		В	Α,	A.	Α	
٠.	and others	A = A	. В	Α.	À.	/ A	··
	157. Listen to what child says about his creative work	11E	A. · `B	À	A,	A	وسر <sup>داند</sup> ماج
	93. Help child learn acceptable behavior patterns		B	A.:	. A	· A	3,4
1	186. Assist child in developing positive attitudes toward share	that !				,	
- بگر	with others	, i de	В	A	. A.	. A	·
+	187. Sit with children and encourage conversation	ge : A	В	. A,	Ä	· A	,* *
\$ 1-14	12. Help children develop good table manners	, A	А. В	· <b>A</b>	A :	Α.	wee -
· /• · ,	198. Supervise snack time and/or mealtime		: A B	~~`A	A	. Δ	
•	163. Settle arguments	´\· A	A B		A	A	•
	165. Encourage development of child curiosity		A B	Α	. <b>A</b>	, А.	. \.
1	164. Stimulate children's play		y B	B_	A -	A	
	139. Set limits for child to follow		A <b>%</b> B	١.	A.	B Á	, ,
	87. Assist children with group pla		A C	» \B\	· A ^	Α	
	16. Adhere to rules about use (e.g.	3• / ·	•	٠. ١			1
ý •	only two children at a time)	+	سر و فرو		΄ ``	۸	
<b>\</b> .	of equipment 201. Choose books for daily reading		3	' В	, A	A	
	or storytelling		3 C	Ç	Α	В	/
. 4.		· /		•	•		_

aAn A indicates a task which is performed several times a week; B a task which is performed several times a month; C a task which is performed several times a year; D a task which is performed less than once a year; and - a task which is never done.

Task Clusters	Per	rforma	ance I	Rate c	of Tas	ks.
(arranged in descending order			Occur	oation	is ·	<b>Y</b> (
of mean frequency scores)	Day Care Mother	Foster Parent	Houseparent	Nur. Sch. Dir./Teacher	Nur. Sch. Aide/Assit.	>
B. Handling Special Behavioral Situations	.45000		,			
86. Assist children individually 44. Observe children for special behavior patterns and responses	·A B	· B	A A	A . A.	A S	,
141. Handle temper tantrums	Α	В	Α	Α	В	,
C. Broadening Child's Concepts and Imagin	atio	n .		;	•	
116. Talk and listen to children 39. Provide other materials (dishes, telephone, broom, etc.) when	Ą	. A	<b>A</b>	A	A	. ,
child requests them  14. Encourage children to try new	Α	C	B	A •	В	•
foods\ 63. Help children notice sizes and	, A '	, B	В.	• B	В,	
shapes of blocks 42. Develop imaginative play equipmen	B t B	C C	, D D	B	B	
D. Supervision of Play and Routine Activi	ties		* ·		· /	•
233. Help children to clean-up 115. Assist children in developing	A	В	A	,A	, A.	./
good housekeeping habits  227. Practice safety procedures by  being alert to situations and	A	Bi	A	, A .	Α-	· · · · · · · · · · · · · · · · · · ·
equipment involving hazards to the safety of children	A.	B	\'\	A	A	
60. Supervise outdoor play 179. Supervise bathroom procedures (toileting, washing, personal		В	B	A	A:	
grooming, etc.)  38. Supervise manipulative play (puzzles, woodworking, etc.)  110. Read or tell stories	В	C	- , . C , . C /	A	A	0
156. Help children dress and undress 85. Supervise dramatic play activitie (block-building, housekeeping,	•	/. ·c	C	B	A \	Ming News
play, etc.) / 64. Help children put blocks away	B.	C D	C ·	A	A. A	· · ·

El

Task Clusters

#### Performance Rate of Tasks (arranged in descending order Occupations. of mean frequency scores,) Supervision of Play and Routine Activities (con't.) 178. Supervise rest time 111. Select and play recorded music 62. Teach and lead singing and rhythmic activity 40. Help children put on and take off dress-up clothes В D 188. Participate in teacher-directed activities (rhythm, songs, etc.) C D, 41. Help children learn how to turn pages В 177. Select children's clothing appropriate for temperature and activity ·B. D 109. Supervise special activities (field trips, animals, etc.) C Daily Involvement of Children and Parents 218. Welcome children when they arrive A 217. Help children learn the established routines 92. Assist children in developing a sense of "belonging" in the center B C 189. Report accidents; signs of illness and discomfort in children and. other important happenings A 204. Talk informally with parents 208. Learn children's names as soon as possible D. В 205. Answer parents questions D Α 219. Distribute materials to be taken home 167. Identify child's /state of health. during daily inspections . 169. Make observations/reports for use

by administrators/director

	•							•					, ,
		-	Task C	lusters		\	,	Perf	ormanic	e Rat	e of	Tasks	
			anged in mean fr						<u>Oc</u>	cupat	ions		
	;	_ ~	_		``		,	are	  ክ <del>ይ</del>	parent	Sch.	Sch. Assit.	· !
	· .	•			- ,	. '		Day Ca Mothe	Foster	Housepar	Nur. Dir./	Nur. Aide/	
	F.	Dail	y, Commun	ication	and E	mergen	cies	• .	, _	, .		Ź	
	٠,	191. 118.	Take me Help in Run err	time o ands	f emer	gencie	\$	A B A	B C B	A B A	⁴B B B B	B C	
e		206.	Greet g Contact illness Introdu	parent			4	B C D	D T	B <sub>.</sub> D C	В	C'\	· /s
	G.	Mana	gement o	f Creat	ive Ac	tiviti	es	•			· · · · · ·		
		· '	Arrange they ar Improvi	e ready	for t	ıse	-	so B	· c	В	A.	À	
		64.	activit Supervi	ies se cre <b>a</b>	tive a	ctivit	ies.	Α.	. с	В.	A	B	
		89.	(painti crafts, Get cra	etc.) yons an	d'pape	r er read:	y -	B B	C C	B C	А: А	A	/
	· &		Put new paintin Help ke availab	e supp	lies r	eadily	A 4	D	. P	, D	В	ÉB.	/ 
-	•	180.	childre Show ch Put chi	n ildren ld's na	how to	use so his ar	t work		D C D.~	C ,D	AAA	B B A	· · · · · · · · · · · · · · · · · · ·
		,	Arrange childre Help ch	n's úse				B.	D/	p /	A *	∲B :	
4			play wi Help ch and sci	th ' ildren	with t	heir n	•	//ß	. C		È.	, B	
• • ·	/		Encoura paint	ge expe	riment	ation	<i>[.</i>	, c ´	D .		B.	В	
		251.	Prepare dough, Help ch	clay, e	tc.) 💽	1 1 m		M	, 1 _D_,	D	В.	. B	A
`	<u> </u>	1,33.	easel a Prepare	nd set paper´	aside:	to dry	. 7	- D/	D D	, D	B	: B	
• '	`. \ `:-	₹ <sup>;</sup> . ,	páintin	g . `.	الموسطين الموادية المراقع الموادية المراقع الموادية	7/		/ · · C	, D.	D \	В.	B	
		\	,			1.7				y '- /-	/ //	. ; ,	

•,	Task Clusters	· <u>I</u>	Perfo	ímanc	e Rat	e\of	<u>Fasks</u>
•	(arranged in descending order		/	იზი	cupat	ions	
. ^	of mean frequency scores)	//		*	. ,	7	,
•	The second secon	/	fr		, ii,	he.	' ن <b>ب</b> ، \
			ře.	****	are	Sch.	SS.
		1.6	Car	Foster Parent	Housepar	S &	S/A.
\ \		•	Day Cẩ Mother	ost are	anc.	Nur. Dir	id.
'			Ω̈́Σ	ਲੂ ਹੈ ਂ	Ħ.	žΩ	z K
		$\overline{\ \ }$		•	·		
G.	Management of Creative Activities	(con	't.)		,		
	135. Help put on and remove paint	ing	,				
	aprons or shirts		D	D.	D .	, B	*B-
	134. At the end of the day, clean			•			
	paint brushes	,	С	D ·	D	· B	В
	17. Help children learn to use he saws, etc. For craft activit		, D	,D		10	В
	182. Put paper on the floor under		υ.	D	•	B	D .
	easels /	,	D	\~^ <b>D</b>	D	В	C.
,	161. Make learning aids (charts,			•	, •	×	
	flannel boards)		D	D	, D	/	C
s ,	162. Prepare bulletin≈boards ↑ 5. Repair books	• 1	D	D A	C/	. C	D -C
•	159. Write child's story about a		٠.	D .	עי	C.	,
٠.	picture if requested	æ'	D	D	D.	С	′ c . ື
					. •	`, .	,
Н.	Household Maintenance		,	•	· \	`\	
	22. Dispose of wastes	\	A	. A	Α	A	В 1
•	120. Clean and straighten cabinet	s/ \			•		
	cupboards/shelves \		B	С	С	B	ړC
~	131: Put away cleaning supplies		A	В	B´-	· G	D /
•	71. Do the dusting 142. Clean storage area	\	A	. B	C	D	D.
	72. Do the vacuuming		A	В	C -	D	Ð
	./94. Clean mirrors and windows	7:	B	- C.	Ċ.	·D.	D
	95. Polish furniture	\	B B	C ·	С	D ,	. D ,
$/\Delta$	96. Clean and wax floor	. \	B	C	, D	Ď,	D
· .	119. Wash walls and woodwork		C	C	c .	, P	D. Č
	List.		. ]	•	<b>\</b>		,-\$
•		} .	£ \	•		. •	-
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		Task Clusters		Perfor	mance	Rate	of Tas	ks
		nged in descending order mean frequency scores).	s 	•	Occu	patio	ns H	,
				Care	Foster	separen Sch.	· .	e/Ass't
· ,			. <u> </u>	Day Ca Mother	Fos	Nur Nur	Dir.	,Aide,
I.	Care	of Toys, Equipment, Plants	and Å	nimals	s / · /		1.	3
•		Store equipment and materiappropriate places indoors		Α	B ,	В	A I	3
, .	239.	for activities Feed animals and/or water Report any needed equipmen	plants	B B ~	C 1	B C	B	3 2 , ′
• • • •	207.	to someone in charge Arrange and rearrange furn		D *	c,	В .	В	
•	125.	cribs Set up and put away outdoo equipment		. С В** ,	D•	D,	c ···	
	;	Make repairs or replace par play equipment Wash toys and equipment (t		C ·	<b>D</b>	C	C 1	D /:
4	209.	dolls, puzzles, etc.) Fold and put away rugs/cri Wash.doll clothing, dress-	ibs	, C	C D	D . C ·	C (	C C
		clothing, towels, rest mat Clean animal cages, pens,	ts, etc.	B . D	D D	D .	C	D ,
./	, •	containers Clean outdoor equipment		.c.	D	D	Ď	Ď ,
<b>J</b> /.	-	Service	- '	A	' . D	в.	В	·. Á
	57.	Wash off tables Serve food Clear away food		A A A	B B B	B .	B	В В \
*	59.	Prepare snacks Clean up soiled dishes, e Set table	tc	A A A	B. B B	. <u>B</u> .∦ C ` ,C '	C	C B C, ;
	242. 105.	Plan snacks Wash dishes by hand	gar. •	A A A	B	B B B	С, .	D C
\	1. 130.	Prepare meals Plan meals Put away food supplies	•	A A	A B	~C C	•	D C
•		Use the range to prepare foods for meals Prepare vegetables for ch		. A	В	B	<b>p</b>	D .
÷	<i>52.</i>	meals		, A	В	В	Ď	D, ·

$\top$						٠.
Ta 🔪 Ta	ask Clusters	· Perfo	rmañce	Rate	of ?	<u>lasks</u> 1
•	· · ·	- 3	- J	٠		
\ (\arrange	ed in descénding order	>	<u>. 0cc</u>	upati	ons	;
∴ \ , of mea	an frequency scores)	•	*		н	1
			. \	r,	Je	ديد
	, ,	<b>4</b> )		. en	Scn. Teache	
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`\		. Ca	ster rent	g/ (	ν <del>.</del> Ε	ა∢
`\		z k	r .e. t	ST.		r. de
\ .		Day Ca Mother	Fost Pare	Housepar	Nur Dir	Nur Aide
\ \			ш ш	<u>,, , , , , , , , , , , , , , , , , , ,</u>	4 H	2 4
<del>/</del>			•			
J. Food Se	rvice (con't.)					
J. 1. 000 30	2 1 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	,				٠.
R1 Pro	epare meats for children's n	meals A	B	· C	D	\n .
	e the oven for making baked		-	٠,	2	7
	ats, and casseroles	- A	В	C	D	<b>D</b>
	ore kitchen equipment	A	B	Č ·	D	c \
54	epare desserts for children	• •	, <b>D</b>	C	D	
•		A	·B	C.	, D	, a
	als	T-MINN.	D	•	. D	D
	ean small electricál kitcher		· -	~ ·	D	D
ap <sub>j</sub>	pliances	Α	B	C	ע	D
80. Pr	epare sandwiches for childre	en's	3 m	<b>~</b> ,	<b>D</b>	- n
/	als	<b>₽</b>	B ′	C. 4	D	D
	ventory supplies and food	\B.	"С -	C ′	С	D
	epare salads for children's		_		_	
· me	·	$A \setminus .$	В	C .	Ď	'D.
	epare foods for special occas	,	С	Ç	, C	С
	der groceries	~• B /	В	C)	D	D
79. Pr	epare soups for children's	**,	'\ ·	•	•	•
	als 🍌 🤌 . ,	Α, ,	, .k	C.	D	D´
₹ 153. Us	e the mixer for preparing 🗞	aked		•	•	
,` go	ods and desserts	`B`	B /	( C .	D .	D ,
	an food for special occasion		C.	\C *	}C ❖	D,
55. Pr	epare casseroles for childre	en's		١.	_	• \
- " me	als . ,	Α	С	, C 🤃	ָ Ď ָ	D `
81. Cl	ean the range and/or oven	. ,В	€C ′	C, '	D _	D
	ean/defrost the refrigerator	r B	С	С	D\	D
. 132. Ch	eck in food and cleaning		40		پاهن	, V ~
	pplies as they come	C .	С	C 🔗	D.	b
	ad, unload and clean the	-	7\	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	v	
_	shwasher	ر " D	,D .	$\mathbf{c}^{\setminus}$	D \	ď D · í
,	ean/defrost the freezer ·	C	$\mathbf{D}_{\epsilon}$	$\Delta D_{+/}$	D	$\backslash D$
	e blender for preparing dri	•		•	٠,	·/`
	ups, and sauces	c c	c \	٠ D .	D /	Ď
	der government food commodia		_ \	D.	Ď.	D
, American - 1	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	· ·	,	_	<i>/</i> - ·	- ·

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	· \ \\.	_	201-	, , ,
Task Clusters	\ Perfo	ormance Rate	of Tasks	,-
`	.\ \.`		<b>,</b>	
(arranged in descending order	/ · /	Occupat:	<u>tons</u>	*
of mean frequency scores)	. \ '	\ \ \	- "	,
''		Foster Parent Houseparent	he he	•
	of .	, , / a	h S	,
	H H	7 7 / g	Sch Teac Sch	<b>;</b>
	': Ü` (ĝ	g ng		
`\	5 #	Signal Signal	ਸੂਸ਼ ਸੂੰਨੂੰ	P
	, , Day Ça Mothêr	Foster Parent Housepa	Nur Nur Aid	
· · · · · · · · · · · · · · · · · · ·		<del></del>	\ \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	3,7%
		- '	** · · · / / / / / / / / / / / / / / / /	•
K Planning Goals and Activities				*4
	\		,//	
137. Plan daily schedule	В	В `В.	$A \setminus D$	
136. Evaluate plans and change		24/		,
when needed	. С	C · B ·	B C	
114. Plan activities to be off		•	· . \	121.21.21.21.2
every day	С	D C.	B C C C C C C C C C C C C C C C C C C C	1
138. Plan special activities (		<u> </u>	Blandalata,	\
trips, animals, growing p		· · ·	es (Oligo	
etc.)	, D	D C	* B D 🅞	-
, 113. Help plan goals for year'	S	•	is with	./
program	, D	D C	C C	,\ '
112. Plan goals for year's pro	gram 📐 Þ	D D	$C  \dot{D}$ .	\
	. `\	•		\
L. Work with Exceptional Children	1 7.2	`,	/: /	A STORE STREET
	\ \ \	\	1	\ 2
3. Assist exceptional childr		_ /		· . \
activities involving soci		C \ B	B; C.	\
15. Direct exceptional childr		£	•	
áctivities involving gang	uage ' /		;	-\ -
abilities	Cı	\c \ \ c	ВВ	, , , , ,
220. Guide exceptional childre			,	\. '
ractivities involving ment		· // ·	<b>\</b> <b>\</b>	1, . i
abilities and intellectua	I-emotional.	/_/ ·	· .	1
development	C	D B	, 18 C .	* \
29. Assist professiona staff		/'	/ 🐲 · ·	ر - ۱
overall evaluation of the		D B		
of each exceptional child		D B	ik C	· · · · · · · · · · · · · · · · · · ·
· 37. Train exceptional childre	n in			7'
self-help skills		c	B C	· - /
51. Report or record behavior	al changes			
in each exceptional child	υ :	D B	-6- 10-	
'160. Plan'special activities f	or currateu	D C	B m	1 45
with special problems or		D , C.	B D	
203. Assist exceptional childr		,		/ · /
activities involving motor		•.	¿(·	
motor coordination, and p	ercehingr /	$\mathbf{D} \cdot \mathbf{C}$	B C	· · ×
, motor training	or societ	, p	D , C/	/ ``
36. Feed exceptional children			; *****	
these children with mealt		<i>a</i> / c	D D ·/	/ . ***
activities	D	iad (	/	·
52. Handle certain clerical r	esponsibiliti	les 🚎 i. "	· / **	₩.
involved with the excepti	onar	r C	· / ·	
$\sim$ child $\sim$ $78$	<b>,</b>	D <sub>p</sub> C	ν, μ	

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. /	-	Task Clusters	Pe	rforman	ce_Ra	ate of	Tasks
•	1						
ाब 		anged in descending order	•	<u>O</u>	ccupa	ations	
	οf	mean frequency scorés)	`		,	н	
		11.	•	•	ņt	he	ُ نَا
	•		()	7 .	9	Sch.'	٠ <u>٠</u> ٠
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· .			🔪 ပိ	<u> </u>	ě	3,7	
-			Day Ga	Mother Foster Parent	Housepar	н. н	r. de,
	` ` `		Då	Pa,	F.^	Nur Dir	Nur. Aide
					$\overline{}$	\	~ ~/
-	~					,	
Μ.	Laune	dry		$\rightarrow$	`\	٠,	,
	•	\. '		<pre></pre>	0	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	
	175.	Fold laundry	A	. ` B \	_ B	D	_ <b>D</b> •
•		Make beds and change bed linens	A	° A	Ċ	//D /	D
		Sort and prepare laundry for the				1 /	
		washer	B	B	~C	D	D
	128.	Load, select controls, detergent					
		bleaches, etc. and unload launds		, ··· · -		. / 🔍	
		from the washer /	В	B	C /	√. D	i _
	129.	Load, select temperature control		- 11.	/	-	1
•		and unload dryer	. B	B		. D	
٠.	70	Do the mending	В	ν.	√C	7	
,		Do the ironing	В		10	ת ס	D /
	Ģ9.	bo the Honning	٠. ـ	, /~	12	D.	, D ;
N.	Regu.	lation of Supplies and Equipment	\·	·	. \ \	,	`\
	100.	Help decide needs of center/home	e C	c A	B	` B	(c) ``
		Plan for needs of center/home	. R	c/	`B	\ B	D
	102.	Make lists of supplies needed	, c	· 6	В	$\sqrt{c}$	D.
$\mathcal{N}$		.Check/inventory first aid suppl	ies C	· /c	c	3	D .
/ \		Order cleaning 'supplies \		/ <u>c</u>	Č	á	Ď D
$\searrow$		Order equipment	D	. /	, C	c\;	D
		Do the bookkeeping	ָ ר	· / ~	D	cX	D ,
1		Order first aid supplies.	\ hc	/, 6	C	. D	D ,
•		Take inventory of equipment	. 7	D	D	· Č	\ D \ '
	166	Check in and/deliver equipment	/~		D	\ \	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \
	1007	\as it arrives	, 'n	) D	D.	7,5	- Total
		as it airives.	, D	, <b>D</b>	υ.		1 1
.0.	Care	of Sick Child		;			
//	91:	Supervise and comfort children	,			1 .	
· •	#	isolated because of emotional			,	· /:	DD -/
	1/	upset illness tiredness	. B	D	Ā	B	В \
	190%	Administer film aid to injured		.~		/ -	, )
		child to injured	В	f C		В -	. В 🥍
	73	Give medicine and follow doctors			- California	ם	/
<del></del>	<del>-42</del>	orders about a sick child	s B	/ قام	<b>◆</b> Δ	D.	, 'D/
	3 y.	Care for a sick child	C	· · · · · · · · · · · · · · · · · · ·	B.	B,	, D
, .	· 5-4/6	Care 101, a Sick Chillu	C		, ת	,•<	$\mathcal{P}$
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	<i>;</i>	Task Clusters	,	Perf	orman	ce Ra	te of	Tasks
		anged in descending order mean frequency scores)	, Com		<u>O</u>	ccupa	tions	
***		mean frequency scores,	· .	Day Care . Mother	Foster Parent	Houseparent	. Sch.	. Sch, · le/Ass't.
	`.			Day Mot	Fos Par	Hon	Nur. Dir.	Nur. Aide,
0	. Care	of Sick Child (con't.)	٠				p <sup>N</sup>	
		Read a temperature thermometer Take child to see a doctor in necessary		c c	C ·	В	D,	D.
	// `	Select and prepare foods for sick child	a.	. C	С	<b>C</b> 2;	D	D' -
)//.	243/	Keep records of sick child Give back tub to sick child Make back rest for sick child	i .	C D	D D '	C \	, D D. D	D .
ÇÆ; . P.	~ f: !	Make bed with sick child in i	L <b>t</b> /	Ď.	D ,	Ď	• \D	<u>-</u>
		Change diapers and other clot	thing		<i></i> .			· · · · · · · · · · · · · · · · · · ·
h.		when necessary Follow safety precautions who caring for infants		, A B	В	p D	C D	D .
;	\	Check infants when they cry a determine reason for crying Carry and hold infants	and	_B	. B . B	D	. ID D	D &
·	13.	Reed infants Give sponge bath to infant of	:	В	B.	D \	D .	D .
· , ,	( )	a sick child Prepare formula for babies	<b>,</b>	Φ. 	Ċ	D -	<b>D</b> .	D ,
, Q	/	Answer the telephone	٠ .	Δ.	, ,	ν ·	, ,	
free.	216. 98.	'Keep attendance records Answer correspondence	•	D, B	D C	D.	C B	C D
		Participate in staff meetings Lead staff discussion related observing children	i to∵	D,	D \	C B	, B,	D., \
•	47.	Cooperate in administrative si discussion on operation and maintenance of building and	staff	• '				
		grounds Take notes (at staff meetings etc.)	•	. D⊲ . D	D .	c.\ c.\	√c √c	D C
	* , 1	Keep health records of childr	en	D	D	C d	\ \ \ :	D sext

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Task Clusters	Perf	ormance	Rate of	Task	<u>s</u>
(arranged in descending order		000	upations	. <b>:</b>	
of mean frequency scores)		/	` *н	•	
<b>3</b>	/	, ,	ńt  he	نگر ا	
, • <del>*</del>	آ. ب	)	h.	ch. sş	اجتمعر معرود
· · · · · · · · · · · · · · · · · · ·	Sare er	HH.	par Sch Teac	S. As	<b>*</b>
		Foster	Housepar Nur. Sch Diy. Tea	- /• o	-
	Day Moth	ar ar	Hou Mur Dig	7 5	
× 1	IJΣ	A. IT	T K'U	Z (V	
Administration (con't.)		\ , .			~,.
	,	*	\ _		
53 Evaluate and supervise teaching			/ 3		
staff	D,	D• /	D - C	D	,
213. Schedule and allocate work for			, \ , '		
assistant teachers	, D	D	$D \setminus C$	, <del>-</del> •	` .
76. Train teaching staff/volunteers,	/	3	·~ ~	<b>.</b>	
student teachers	D.		D C	D Ď	/
77. Assist with in-service training		D	D C	D	. /
67. Supervise teachers in observing children	/ n		D C	D.	-/
212. Supervise safety program/instru	ctions	1	D C		_/
for staff and students	~ ° D	- D .	D C	` D /	<i>!</i>
121. Compile individual case history	· · /	•	• •	\ \.	•
of child /	, D	~D· ¸	ĎĆ	<b>1</b>	
145. Interview prospective clients	, <b>D</b>	- 1	D C	/b, .	
172. Secure data and estimate costs	put.		· resp. 1	1	`
for purchases	, D	, D	$D \ni C$	/ D	١_
194. Schedule and allocate work for				-	
teachers	D. D	D "	D C		,
244. Conduct staff meetings 170. Write/compile reports to variou	• -	, D	n /c	7	
agencies/parents, board of	• /	•	/· /	,	•
directors	, D	D .	Ď, ć	.D'	
126. Establish administrative polici	es		7: /	, ,	
(fee setting, admission, hours,		/	*		,
etc.)	D	D /	D D	÷	
249. Interpret social history and far		. 1	<i>‡</i>		
background to staff	⊱ ' <b>D</b> _	-/	$\mathbf{D}$ $\mathbf{D}$	D,	
195. Keep records of children's	^ · · _	*	, ,		
allowance sheets	D	Ď,	C D	-	•
122. Keep staff personnel records	D	· <del>·</del>	$\mathbf{D}$ $\mathbf{D}$		•
238. Prepare for referral of child to other agencies	O D	D*	<sup>}</sup> D → D.	~ <del>∱</del>	١.
148. Collaborate to write proposals	.:\\_	D	D D	D G	: \
171. Type reports to various agencie	s·\D	. D	D D	<b>-</b> ·	`
192. Administer insurance programs	$ec{q}'$	D	- D	-	•
155. Fill out reports for government		:			"
hot lunch program	·,-	` -	- Ŋ	, D	
The state of the s	\	•	•	•	1

O /		
	Task Clusters Performance Rate of Tasks	/
	(arranged in descending order Occupations of mean frequency scores)	· */
	Day Care Wother Foster Parent Houseparent Nur. Sch. Nur. Sch.	
	Day Ca. Mother Parent Parent Housepa Nur. S. Aide/A.	`
<b>\</b>	R. Work with Parents	
- 0'	183. Help acquaint parent with center	
Same of the Control o	and its program  D  D  C  B  C  173. Collect fees from parents/agencies C  D  D	*
	184. Participate in parent conferences D D D C D  236. Write communications to parents	<u>-</u> -
	(letters, cards, etc.) D D C D 185. Conduct individual parent	ممر جة
	conferences  237. Consult caseworker on parents  D  D  C	
	problems  222. Participate in parent meetings DDD DDD  147. Conduct public tours	``-
	223 Frite reports on contacts with D D D	`````
•	221. Conduct parent meetings D D D	
	S. Budgeting and Public Relations	
	146. Interpret functions of center DDD DC G	ا اسست ن •
	150. Approve budget expenditures D D D D - 14g. Prepare budgets C D D D - 150.	
	T. Supervision of Non-Professional Staff	/
1. 1.	45. Supervise cleaning service D B C D 230. Schedule and allocate work for	·
1000	volunteers  214. Schedule and allocate work for	A.
	46. Supervise maintenance staff  D D D C	1
	231. Schedule and allocate work for D.	1
	maintenance personnel D D D -	
		ι
EDIC:		

• •	Task Clusters Performance Rate of Tasks
<b>`</b> > `	Task Clusters Performance Rate of Tasks
(arr	anged in descending order Occupations
	mean frequency scores)
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T. Supe	rvision of Non-Professional Staff (con't
. 197.	Schedule and allocate work for
100	houseparents/residence counselors D - C D -
. 1932	Interview and hire prospective  employees  D  D  D
196.	Schedule and allocate work for
2,00	recreation director D - D D -
. 21.5.	-Schedule and allocate work for
	cooks D - D D D
U. Item	s Not Identified with Basic Clusters
óz	Mallan manulanta and mad and allanda.
- 21.	Pollow regularly assigned schedule of responsibilities and assume other
rie,	responsibilities as needed . 3 B A A A
	Help children understand the
	importance of eating nourishing
<u> </u>	foods $A B B B B B$
28.	'Accept instruction and guidance
	from person in charge D C A B A
_	Feed children A B & C D D
O4.	Plan seating arrangement for CDDC C
34.	Help children prepare foods for
314	special occasions . D C C C
200.	Bathe children B B D D -
	Obtain regular health check ups DDGCD
174.	*Keep records of clothing used by
	children D D C D
	Sand and paint furniture , D D D D D
250.	Supervise case aides working
	with parents D - D - D
• 3	

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RESOURCE PERSONNEL

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#### RESOURCE PERSONNEL

Many of the persons in the Career Education Division of the Towa Department of Public Instruction, were consulted for this research. Other educators in Iowa were contacted informally concerning this project. The following persons were specifically asked for advice or assistance on the project and their help was greatly appreciated.

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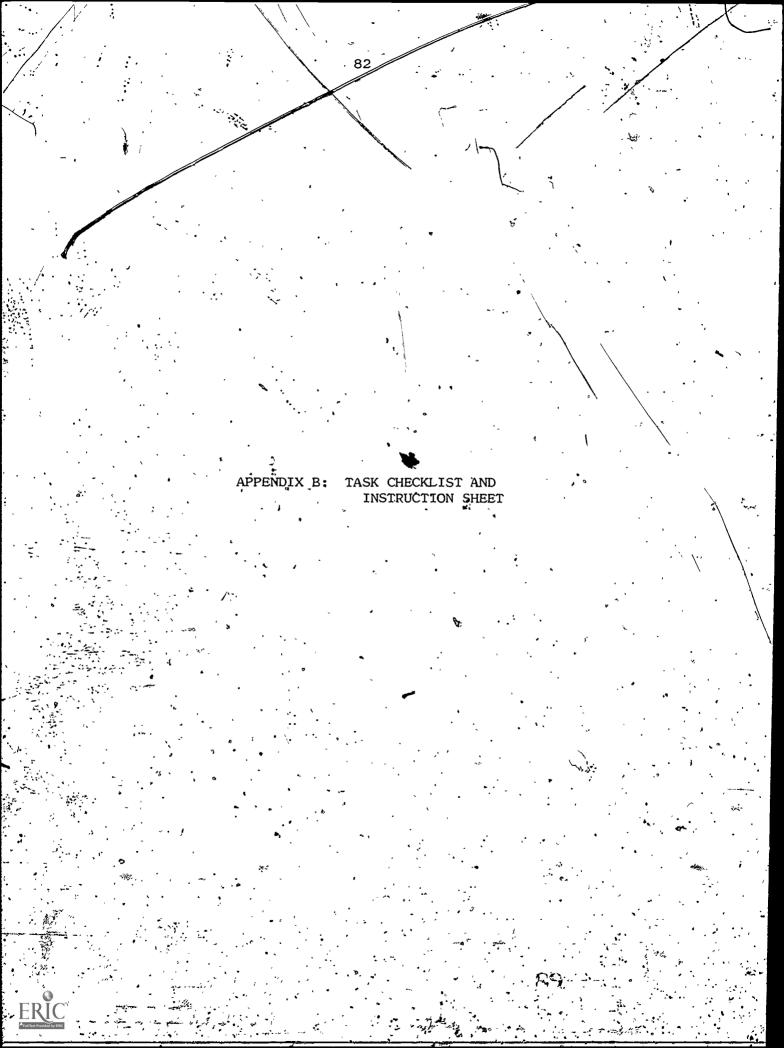
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#### TASKS IN CHILD CARE RELATED OCCUPATIONS

#### Instruction Sheet

The Home Economics Education Department at Iowa State University is presently conducting research to determine the tasks performed by employees in child care related occupations. We have identified some tasks in this area but need your help in clarifying the tasks performed in your particular occupation.

The questionnaire consists of two parts. The first part concerns information about yourself to help us determine the characteristics of people involved in these occupations. Please fill in the blanks completely. It is very important that blanks not be left empty.

The second part of the questionnaire is in the form of a check list. This list includes many tasks which might be a part of your job. The list also includes many tasks which may in no way relate to your job. Please read each item very carefully before checking the appropriate column.

- (1) Check column 1 if the task is one which you would never do in your job.
- (2) Check column 2 if the task is one which you might do at least once a year in your job.
- (3) Check column 3 if the task is one which you would do at least once a month in your job.
- (4) Check column 4 if the task is one which you would do at least once a week in your job.
- (5) Check column 5 if the task is one which you would do every day in your job.

At the end of the checklist space is provided in which you may list tasks that are a part of your job which we may have omitted in our list and indicate how often you do it. It is very important to the study that each person identify any tasks which he performs that we may have omitted.

The term 'exceptional children' refers to those children who are considered gifted or handicapped because they differ substantially from the average in some way, physically, mentally, emotionally, or socially.

## TASKS FOR CHILD CARE RELATED OCCUPATIONS

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1,.	Plan meals			<del></del>	<del></del>	<del></del>
2.	The state of the s	(6)		<del></del>	<del></del>	<del> </del>
	eating nourishing foods		1	1	,	1
	Assist expeptional children with activities		<del></del>		<del>                                     </del>	+
が数	involving social skills	L	1	1	1	] "
4.	Gather equipment and materials for			<del></del>	<del> </del>	<del></del>
\	activities	( . · · · ·	1 4 7	1 !	1	
		<del></del>	-	<del></del>	<del></del>	<del></del>
٠6.	Report any needed equipment repairs to				<del></del>	+
	someone in charge	1	1	1 '	1	
7.	. Obtain regular health check ups	<del></del>	<del>                                     </del>	+	+	<del></del>
8.	Use blender for preparing drinks, soups.		<del>                                     </del>	<del></del>	+	<del>+ '</del>
	and sauces	- 1	f · ·	1	1	1
.9.	Plan food for special occasions	<del></del>	<del></del>	+	<del> </del>	+
10.	Prepare snacks	<del></del>	<del> </del>	<del></del>	<del>                                     </del>	<del></del>
11.		<del></del>	+	+	<del></del>	1
12.	Help children develop good table manners	· · · · · ·	+	<del></del>	4-,	4
13.	Feed infants	<del></del>	<del> </del>	4	<del></del> '	1
	Encourage children to try new foods	<del></del>	+	<del></del>	<b></b>	<u> </u>
15.	Direct exceptional children in activities	<del></del>	4	<b></b>	<b></b> '	<u> </u>
4,00	involving language abilities	1 '	1	1.	1.	ſ.
16.		<del></del>	4	ــــــــــــــــــــــــــــــــــــــ	1	<u> </u>
Le.	children at a time) of equipment	1 '	1	1	<u>( '</u>	Ĺ.
17.	Help children learn to use hammer, saws,	<del>   </del>	1	بـــــــــــــــــــــــــــــــــــــ	<u></u> '	<u></u>
11-	Help children learn to use hammer, saws, etc. for craft activities	1- 1	1	1.	, ,	
٠. ٥			<u> </u>	<u> </u>	1	1
18.	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	( )	Ţ	· · · · · · · · · · · · · · · · · · ·	7	1
19.	are ready for use	<u> </u>	1	1	Ĺ'	İ
ly.			1 ,	,	,	> 1
<u> </u>	teacher and children	<u> </u>	1	1	9 1	1
20.	Improvise play materials and activities					
21.	Store equipment and materials in appro-		1		7.	•
~~ (	priate places indoors	<u> </u>	<u> </u>	<u> </u>	, ,,,,	
22.		<u> </u>	<u>'</u>		· '	·
23-	Sand and paint furniture			\		
24.	Care for sick child	لنبنا	[		,	
25:	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	( · . )	7		<u></u>	
*.	child	4	1	()	(	
	Make back rest for sick child	F9	,			
27.	Follow regularly assigned schedule of		,	, ,	,	-
٠ ,	responsibilities and assume other responsi-	1	1 /	4	1 1	, N .
	bilities as meeded	1	1'	1	1	1.
28.	Accept-instruction and guidance from person	1		ت م	· <del>   </del>	<del>                                     </del>
	in charge		1	1 1	1:	1.
29.	Assist professional staff'in the overall	· ; ,	4		<del>ات - ا</del>	<del>                                     </del>
	evaluation of the progress of each excep-	10	1 🕏 7	1	1 '	
	ional child		· · ·	f	$(C_{i}, C_{i}) = 0$	
	Clean small electrical kitchen appliances			<del>\tau</del>	<del></del>	<del> </del>
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31.,	Prepare meats for children's meals	<del></del>		<del>- '</del>	<del>نـــــا</del>	<del></del>
32.	Prepare vegetables for children's meals		<del> </del>	· ·		* * * * * * * * * * * * * * * * * * *
33.	Prepare foods for special occasions	<del></del>	<del></del>	<b>-</b>	r	
	Help children prepare foods for special	· -	<del></del>	<del></del>		
3.0	occasions	· . 1		1		
35.	Set table	<del></del>	<del>                                     </del>		<del></del>	-
36.	Reed exceptional children or assist these	<del></del>	<del>-</del>	<b> </b>	<b> </b>	
50.	children with mealtime activities		`	<b>[</b>	1	
37.	Train exceptional children in self-help	\.	<del> </del>	<del> </del>		<i>*</i> -
J / •	skills	, , ,	] , [	ĺ	, and	
38.		<b> </b>	<b>├</b>	<del></del>	· · ·	-
JC • ,	woodworking, etc.)	!	<b>!</b>	į	-:	
39.	Provide other materials (dishes, telephone,	<u> </u>	<b></b>	<del>└</del>	1	<del></del>
		!	<b> </b> `/`	,	1	
۸۵,	broom, etc.) when child requests them.	<b> </b>		<b> </b>	<del></del>	<u> </u>
40.	Help children put on and take off dress-up clothes	ļ ·	!	}	1 mg 1 mg	
7.1			ļ	<b></b>	= =====================================	<u> </u>
41.	Help children learn how to turn pages	<u> </u>	<b></b>			
42.	Develop imaginative play equipment			' ' ' '	·	
43.	Help children make things to play with	<u> </u>	, ,			
44.	Observe children for special behavior	1				
	patterns and responses	2.66		<u> </u>	in.	
45.	Supervise cleaning service	<u> </u>		<u> </u>	1 may " " " " " " " " " " " " " " " " " " "	
	Supervise maintenance staff	1				1
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e	and grounds	l ·		1_	\ ; }	ŀ
48.	Select and prepare foods for a sick child	<u> </u>		/ /	100 200	
49.	Make bed with sick child in it				1.00	<del>                                     </del>
50.	Keep records of sick child	_		1		<del> </del>
51.	Report or record behavioral changes in	<u> </u>	<del>                                     </del>	<del>-</del>	1	<del> </del>
••	each exceptional child		, il		3,1	• ' '"
52.	Handle certain clerical responsibilities	l*	<del> </del>	·	1.35	<del>                                     </del>
	involved with the exceptional child					1 ^
53	Evaluate and supervise teaching staff	131 . "		· · · ·	1	1 7 7 7
54.	Prepare desserts for children's meals	1.7	<del> </del>	<del></del>	0.5.0	<del>                                     </del>
55.	Prepare casseroles for children's meals		† <u>;                                     </u>	, , , -	T	<del>                                     </del>
56.	Prepare salads for children's meals	<del>                                     </del>	+	<del></del>		2 300
57.	Serve food	<u> </u>		1	,	<del>  ( </del>
58.	Clear away food		<del> </del>	<u> </u>		<del> </del>
59.,	Clean up soiled dishes, etc.	<del> </del>	<del>                                     </del>	1 1		<del>                                     </del>
60.	Supervise outdoor play	. 2	<del> </del>	<del>                                     </del>	+	<del>                                      </del>
61.	Supervise creative activities (painting,	<del> </del>	<del>                                     </del>	<del></del>	<del>                                     </del>	
•	playing with clay, crafts, etc.)	. •			·[ *	
62.	Teach and lead singing and rhythmic activity	<del> </del>	<del>                                     </del>	<del>[ ,                                   </del>	+	
63.	Help children notice sizes and shapes of	<del>                                     </del>	<del> </del>	<del>- ` `</del>	-	<del>                                     </del>
7	blocks	1,	1.	,		100
64.	Help children put blocks away	<del> </del>	<del> `</del>	<del></del>	<del> </del>	<del>                                     </del>
65.	Arrange books on table for children's use		+	+	1 7 -	<del>                                     </del>
66.	Lead staff discussion related to observing	<del> </del>	<del> </del>	**	<del> </del>	<del></del>
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69.	from harming themselves and others Do the ironing	<del></del>	<u> </u>	<del> </del>	<u>.</u>	
70.	Do the mending .	<del> </del>		<del> </del>	1	1
-71.	Do the dusting	<del></del>	<del>                                     </del>		-	<del></del>
72.	Do the vacuuming	<u> </u>	<del></del>	<del>                                     </del>	+	<u> </u>
73.	Cive medicine and follow doctors orders	-		<del></del>	+	-
1 34.	about a sick child			· ·		_
74. 75			,	<u> </u>		<u> </u>
	Answer the telephone	<u> </u>		1	•	· ·
10.	Train teaching staff/volunteers/student teachers	,	•			
77 <b>.</b>		<del></del>	<del> </del>	7.	<u> </u>	<u></u>
_	Plan for needs of center/home	<del> </del>	<del> </del>	<del></del>	<u> </u>	<u> </u>
	Prepare soups for children's meals	<del> </del>	+	<del></del>	1	<del></del>
80	Prepare sandwiches for children's meals	+	+	<del></del>	1	<del></del>
81.	Clean the range and/or oven		<del> </del>			<b>F</b>
82.	Order groceries	<del></del>	+	<del></del>	<del> </del>	+->
83.	Inventory supplies and food	1 7	+	<del> </del>	<del>                                     </del>	<del></del>
· `84 <b>.</b>	Plan seating arrangement for children	0	1.	<del></del>	+	+
85.	Supervise dramatic play activities (block-	<del></del>	<del>                                     </del>	<del>                                     </del>	+	<del></del>
1	building, housekeeping, play, etc.)	1.	. /			7
86.	Assist children individually		/	/	<del></del>	1
87.	- " - " G P " - " - " - " - " - " - " -					<del>                                     </del>
- 88.	0,000,000					
89.	/ pup			1	13	<u>.</u>
90. 91.	Encourage experimentation with paint	<u> </u>	,			
/	Supervise and comfort children isolated because of emotional upset, illness,	,				T/
	tiredness	1.	• •	1	1.	
92.	Assist children in developing a sense of	<del>*                                    </del>	<del></del>	<del></del>	1	<del></del>
<b>.</b>	"belonging" in the center"	,		3-12-	**	
93.	Help child learn acceptable behavior	<del>  -, ; -</del>	<del>                                     </del>	<del> </del>	<del>}</del> ;	
, ,	patterns	1 _:			· - ( )	4 .
94.	Clean mirrors and windows		<del>  ,</del>	<del></del>	<del> </del>	<del> </del>
.95.	Polish furniture	,		-	<del>                                     </del>	· .
96.	Clean and wax floor	<u> </u>	,		†.y	<del> </del>
	Take messages		,	1		
98.		.*				
	Do the bookkeeping Help decide needs of center/home	<b></b> .	f j			
	Help decide needs of center/home Order equipment		<del>  '                                   </del>		\$ . (	
	Make light of supplies needed	-		<b></b>		<u> </u>
	Clean/defrost the refrigerator	<u> </u>	<del>                                     </del>	<del></del>	<del></del>	
	Load, unload and clean the dishwasher	•	1	+	<del> </del>	1
	Wash dishes by hand	<del>                                     </del>	+	+	<del> </del>	<del></del>
	Store kitchen equipment	<del>                                     </del>		+	<del>                                     </del>	<del></del>
±1077	Prepare formula for babies	<del></del>		<del> </del>	<del></del>	<b>_</b>
108.	Order cleaning supplies	<del>                                     </del>	<del>.  </del>	+	<del></del>	<b></b>
u		<del></del>	+++×	+	<b></b>	4
<b>a</b>			· * ' ;			*
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E LUI Ext Provided by ERIC		•	, V	, i >	•	
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109.	diameter carriers are the comments of	· · ·			φ	
109.	Supervise special activities (field trips,	\^}	_	. ۲۰ مر		1 &
110.	animals, etc.) Read or tell stories	*				
111.	Select and play recorded music	<del>\</del>	<del>\</del>			
112.	Plan goals for year's program	·				<u> </u>
113.	Help plan goals for year's program	,				
114.	Plan activities to be offered every day	12				.,
115.	Assist children in developing good house-	<del>-</del>	7			<del></del>
	keeping habits	•	\	·		
116.	Talk and listen to children		<del>\</del>	<del></del>		<del>-</del> ,
117.	Answer questions with simple explanations	4	<del>\</del>	<del>- `</del>		·
118.	Run errands		· · ·			<del></del>
119.	Wash walls and woodwork		7			
120.	Clean and straighten cabinets/cupboards/					
	shelves					` ,
. 121.	Compile individual case history of child				•	
122.	Keep staff personnel records			•		
123						
124.	Take inventory of equipment			· .	١ و.	
125.	Set up and put away outdoor equipment		( /	•	4	I
100				<u> </u>	- 4	•
126.	Establish administrative policies (fee		*,	*	7	
	setting, admission, hours, etc.)		*A,		- <b>%</b>	•
127.	setting, admission, hours, etc.) Clean/defrost the freezer				-7,	•
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127.	Clean/defrost the freezer Load, select controls, detergents, bleaches, etc. and unload laundry from the	•	**.	4		
127. 128.	clean/defrost the freezer Load, select controls, detergents, bleaches, etc. and unload laundry from the washer	*			***	
127.	clean/defrost the freezer Load, select controls, detergents, bleaches, etc. and unload laundry from the washer Load, select temperature control, and	•				
127. 128.	Setting, admission, hours, etc.) Clean/defrost the freezer Load, select controls, detergents, bleaches, etc. and unload laundry from the washer Load, select temperature control, and unload dryer	•				
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and desserts	1	l		· · · · · · · · · · · · · · · · · · ·	Fr
Order government food commodities	,	,	· ·	7.	
Fill out reports for government hot lunch		1	<b> </b>		,
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Write child's story about a picture if			,		
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Plan special activities for children with	,	<u></u>	1	1	12
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Type reports to various agencies					
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Select children's clothing appropriate for	F.,		•		•
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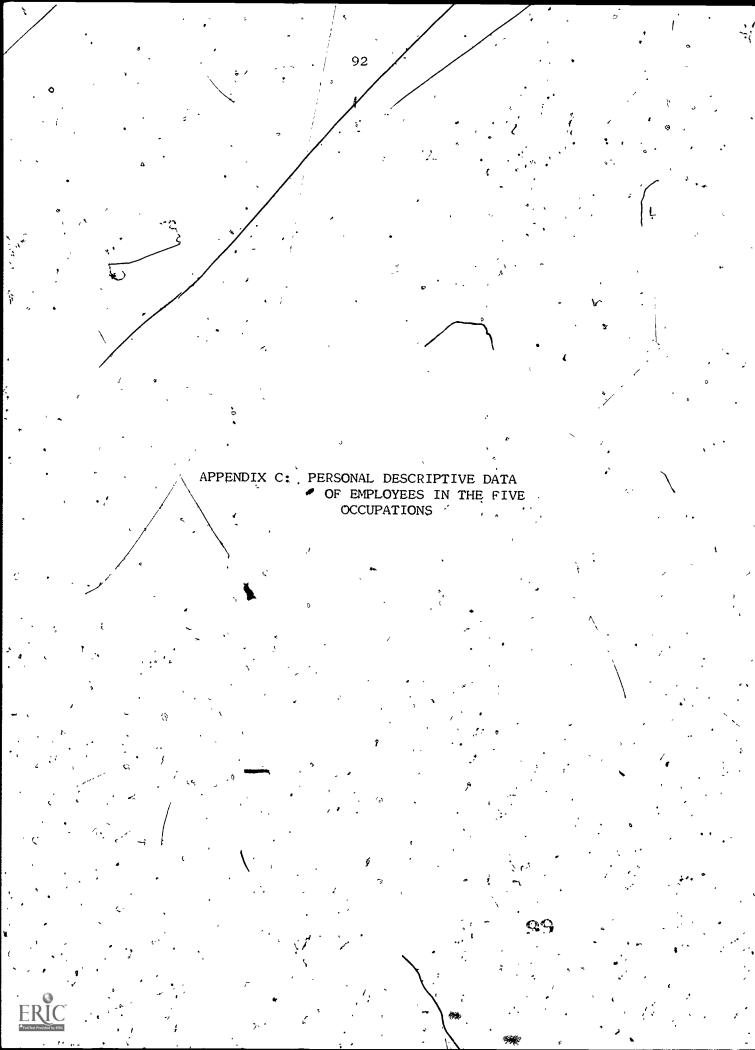
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\	/	do this	this	this .	this	this
		task	task at	1 ' /		
+		1 1	least	léast	least	daily
´ \		C # !	once a	once a .		- A
/ ~ .		1 //, 1	y.ear	month	week	
18/2	· ····································	<u> </u>	1	0	/	
104.	Help acquaint parent with center and its program	1/2 1	1 . /1	· /	\\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	
184	Participate in parent conferences		<del>                                     </del>	<u> </u>	<u> </u>	<u> </u>
185.	Conduct individual parent conferences		<del></del>	<del>                                     </del>		<del> </del>
186.	Assist child in developing positive atti-	<del></del>		<del></del>	<del>[</del> '	<b>!</b>
٠,	\tendes toward sharing with others	1 /\!	N . 1	1/1	1	1 '
187.	Sit with children, and encourage conversation		1	<del></del>	<del>                                     </del>	<del></del>
188.	Harticipate in teacher-directled activities	· · · /	<del></del>	<del>- /</del> -	<del> </del>	<del> </del>
•	(rhythm, songs, etc.)	1	(C. )	1 4/	1	1.
189.	Report accidents, signs of illness and	,	1	1	<del> </del>	-
=	discomfort in children and other important	1 . 4. 1	[	$V \subset V$	1 : 1	1.
100	happenings	1	1	· <u>. '</u>	<u> </u>	u*
190. 191.	Administer first aid to injured child				, ,	
191.	Help in time of emergencies	<u> </u>		<u> </u>		
192.	Administer insurance programs	<b></b>	<del>                                     </del>	4.	7	<u>.                                    </u>
194.	Interview and hire prospective employees Schedule and allocate work for teachers	<del></del>	<del>                                     </del>	<del></del>	<u> </u>	
195.	Keep records of children's allowance sheets	<del></del>	<del></del>	<u> </u>	<b> </b>	<b></b>
196.	Sometile and allocate work for recreation	<del></del>	<del>                                     </del>	<del></del>	<del>                                     </del>	<del></del>
30 · W	director	1 -/ 1	1 1	1 ' '	1:	
· 197.	Schedule and allocate work for house-	<del>/</del>	<del>                                     </del>	<del></del>	<del>                                      </del>	<del> </del> .
•	parents residence counselors	· / -!	1	1	1	1.
198.	Supervise space time and/or mealtime					<del>                                      </del>
199.	Introduce new child to center	/ >				
200.	Bathe children	<u></u>		2,		
201.	Choose books for maily reading or story-	6 · 1	. 1	3	1	
- 202.	Help children with their nature and science	<u> </u>		<u> </u>	1-1-1	<u></u>
	experiences * 12	<i>;</i> ,	1	1	E / . "	~ ·
203.	Assist exceptional children in activities		<del></del>	<u></u>	<del>                                     </del>	<del></del>
<b>~</b> :	involving motor coordination.		ĺ 1	1 1	1/ /	1 -
	and perceptual motor training	1	1. 1	1.	1 * 1	1.
204.	Talk informally with parents	<del></del>	· · ·		<del>/</del>	-
	Answer parents' questions				F	* ***
206.	Contact parents in emergency or illness				· ·	<del></del>
207.	Arrange and rearrange furniture/cribs				·	
208.	Learn children's names as soon as possible			· /·		·
~ 209.	Fold and put away rugs/Erihs;			· / ·		
210.4	Check/inventory first aid supplies	لــــــا	<u> </u>		, ;**	
211.	Order first aid supplies		#	<u> </u>		<u> </u>
414.	Supervise safety program/instructions for staff and students	,∹ . J	i • [1	i	<u> </u>	<u> </u>
213.	1 <del></del>	<del></del>	<b></b>	<del></del>	<u>                                     </u>	<del></del>
ET NO.	teachers . \	ı -, I	• •	, 1	1	$f^2 = \frac{1}{2}$
214.	Schedule and allocate work for aides		<del></del>	<del></del>	<del></del>	<del></del>
<del>2</del> 15.	Schedule and allocate work for cooks	<del></del>	<u> </u>	<del></del>	32.5	1
216.		<del></del>	ř <del>.,.,*</del>	· · · · · · · · · · · · · · · · · · ·	145	
217.	Help the children learn the established.		<del>, , , , , , , , , , , , , , , , , , , </del>	· · · · · · · · · · · · · · · · · · ·	1.02 K	12:
	routines	· ·	i		道二二	廖 。
•		* "		• •		al day!

..247.

Feed children

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task task at	task at	task at	task
	least once a	least	<u>daily</u>
	month	once a	'! /
249. Interpret social history and family			
background to staff	* * *	·	
250. Supervise case aides working with parents. 251. Prepare art materials (paint, dough;	<u> </u>		
clay, etc.)	,	',	
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Other tasks you do:		المراجع والمراجع	
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# PERSONAL DESCRIPTIVE DATA ON RESPONDENTS BY PERCENTAGES IN EACH OCCUPATION

क	·	*				
	Biographical Characteristic		•	Occupat:	<u>ion</u>	
		Day Care	Mother Foster Parent	Houseparent	Nur. Sch. Dir./Teacher	Nur. Sch. Aide/Ass't.
Α.	Age			,		<del></del>
	35 years or less 36-50 years 51-65 years, Over 65 years No response	22 <u>.</u> 7 .	5, 21.8 0, 0.0	5.7 22.9 5.7	36.5 19.6 3.2	52.2 39.1. 8.7 0.0 0.0
В.	Sex	,			,	,
٥	Female Male	100. 0.	0° 91.8 0 8.7		93.7 6.3	
C.	Length of Employment	,		· ], .} '		9
and the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of th	11 months or less 1-3 years 4-6 years 7-10 years Over 10 years No response	7. 12:		57.1 14.3 0.0 2.9	36.5	60.9°
Ď.¿	Education					· .}
• • • • • • • • • • • • • • • • • • • •	Elementary degree Some high school High school diploma Trade school Some college courses Bachelors degree Masters degree	2.	0 26.1 5 8.7 5 26.1	17.1 t 8.6 34.3 37.1	0.0	0.0 39.2
• \		, , , <u> </u>			, ,	

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	Biographical Characteristic	. *	000	upation	<u>,                                     </u>	
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,			7	·	6 m 1 k ,	,
E.	Age Level of Children Cared I	or	٤ ،	· ·		
	IIndan 2 man		43.5		0 0	
	Under 2 years 2-5 years	2.5 55.0	43.5	0.0 ' 0.0	95.2	0.0 95.7
	6-11 years	7.5	17.5	•	<b>0.0</b>	0.0
•	12-18 years	0.0	13.0	68.2	0.0	0.0
•	Newborn to 18 years	۷,		٠,		·
•	inclusive	* 27.5	21.7	25.8	3, 2	4.3
,	No response	' 7,.5 ,	0.0	3.0	1.6	0.0
	,	<b>1</b>	<b>Ç</b> '	•		••
F.	Additional Training <sup>a</sup>	• * *	•			
•	Adult classes	2.5	8 <b>.</b> 7	14.3	30.2	17.4
	Short courses by employer	0.0	0.0°	34.3	23.8	39.1
	Observation , c	10.0		62.9	25.4	- 26.1
	Instruction in tasks	7.5	<b>8.</b> 7	71.4.	30.2 \	. 47.8
٠.	Home study course	0.0	0.0	5.7	7.9	4.3
	Other:				3	, ,
	Nurse's Aide/First Aid	5 0 '	í o	0.0	م مُ	
,	Training   Special workshops/	5.0 ´	0.0	2.9	3.2	4.3
,	conventions	, 0.0.	(0.0	2.9	17.5	13.0
٠ /	Related books/articles	e 7.5	8.7	0.0	0.0	0.0
	Visitation of other centers			. /		
	agençies	0.0	Ŏ <u>.</u> O	(0.0)	1.7	4.3
	Regular staff meetings/	,				1
	in-service	0.0	0.0	11.4	5 0.0	4.3
,	Church school teaching Public school teaching	2.5	0.0	, 0.0	3.2.	4.3
,	Instruction sheet	0.0	0.0	;0.0 0.0	0.0	0.0 4.3
	1113 CIUC CIOII SIICE,		0.0	0.0	0.0	• <del>4</del> • ⊃ ,

Totals do not equal 100% for each occupation since some respondents checked more than one type of training and others checked none.

APPENDIX D: MEAN FREQUENCY TABLES FOR TASK
CLUSTERS BY INDIVIDUAL OCCUPATIONS

In this section a two-way matrix is presented, listing the task clusters for the five child care related occupations. This table is repetitive of a previous table, but lists actual mean frequency scores instead of the alphabetical symbols as before.

Tasks which were added to the statistically formulated clusters on the basis of rational judgment of content similarity are labeled.

The response pattern for the questionnaire was based on a one to five point scale; however, the scale was transposed for data analysis so that a zero would indicate a task was never done. Responses were coded according to the following plan: 0, the task is never done; 1, the task is performed at least once a year; 2, the task is performed at least once a month; 3, the task is performed at least once a week; and 4, the task is performed daily.

### TASKS PERFORMED IN CHILD CARE RELATED OCCUPATIONS

• !	Task Clusters	,	•	Mean F	requen	cy Seo	res
	rranged in descending order of mean frequency scores)		•	0	ccupat	ions	<u> </u>
		overall	Day Care .Mother	Foster Parent	Houseparent	Nur. Sch. Dir./Teacher	Nur. Sch. Aide/Ass't.
A 50	cialization of the Child	ŧ	-		: <b>\</b>		<del></del> .
	/ ·	,		•		<i>``</i>	
. 14	O. Show an interest in what the children are doing	2 76	3.90	2 01/	2 04	3 90	`. a 70
11	7. Answer questions with	3.70	· · · ·	.2.9	. 3.94°	3.09	° <b>p.</b> 70
	simple explanations	3.74	3.97	2.78	3.91	3.84	3.74
6	8 Maintain discipline to prévent children from	a			٠,		
, jed	harming themselves and	,	*	•		,	
. /225	others		3.75	2.65	₹ <b>.</b> 51	3.78	3.52
/ 13	7. Listen to what child say about his creative work		3.75	2.39	3.54 ·	3.79	3.65
. (9	3. Help child learn accepta	ble			• • • • • • • • • • • • • • • • • • • •		سنحسد
18	behavior patterns 6. Assist child in developing		3.60	2.39	3 <del>*</del> 83	3.76	3.52
10	positive attitudes toward		-	• 1	<b>.</b> .	•	•
. ,	sharing with others	3.52	3.75	2.48	3.54	<b>-3.</b> 68 °	3.65
18	7. Sit with children and encourage conversation	3.47	3.63	2 22	3 66	3 <sup>,</sup> 75	3 43
` 1	2. Help children develop goo	od	. 1	. ~	1		
· 10	table manners	3.47	3.88	2.61	3.54	3.60	3. <b>⅓</b> 3′
. 19	<ol> <li>Supervise snack time \ and/or mealtime</li> </ol>	3.39	3.80	2.61	3.57	. 3. 37	3.26
	3. Settle arguments !	\3.35			3.49		
16	5. Encourage development of child's curiosity	3.24	. '•	*, · .	3.03		
16	4. Stimulate children's	7.24	5.47	2.22	3.03	5.71	3.37
,,	play	3 23	3 45	2.04	2.80	3.70	`3.39
/3	9. Set limits for child to follow	3. 6	3.25	2 30	3.54	3 32	2.74
	7. Assist children with	3.7		1_			<i>₩•1</i> -
	group play	3.13	3 <b>.</b> 25	1.52	2.63	3.71	3.70
•1	<ol><li>Adhere to fules about use (e.g. only two children a</li></ol>		<b>A</b>			. 04	•
/ ,	a time) of equipment "	2:89	2.47	1.35	2.89	<b>3.60</b>	3.17
·, 20	<ol> <li>Choose books for daily reading or story telling</li> </ol>	12	1		1.00		2.04
=	-cuaring of Story terring	12.50	4.10	1.43	T •00,	5.00	2.04

``	1	Task Clusters	(	Mea	af Fre	quency	Score	s. 8.
	·(arr	anged in descending order	<b>.</b>			upatio		٠٠/j
٠.		mean frequency scores)	•	٠ .	000	·upatio		
			žerall	y Care other	Foster, Parent.	Houseparent	ir. Sch.	ide/Ass't.
i.	) .		δ <u>~</u> ;	Ď, Ř	F. 9	Ħ	, ž\Δ`	Σ̈́Α
B•',	Hand	ling Special Behavioral Si	tuatio	ons ,	•			
	86.	Assist children			•			**
	44.	individually Observe children for	3.54	3.78	2.61	3.43	3.79	3.52
•		special behavior patterns		•		1	,	
١.		and responses	\	2.75				
_	141.	Handle temper tantrums	3.10	3.50	2.17	J3.49	3.14	2.65
с.	Broa	dening Child's Concepts an	d Imag	ginatio	n :	• b	•	
	116.	Talk and listen to	· · ·	۰,		•		· .
		children	3.86	3.97	3.13	3.94	3.87	- 3.74
		Provide other materials	•	•	• ۲	:		•
•		(dishes, telephone, broom			ζ	,;		_
		etc.) when child requests them	2.97	3.13	1 85	2 60		2.91
	14.	Encourage children to	2.91	3,13	1.05	2.09	3.34	2.91
•		try new foods	2.79	3.40	2.35	2.86	2.60	2.61
•	63.	Help children notice size	s,	•		٧.	`	•
•		and shapes of blocks	2.42	: 2.72	1.22	.83	3.25	3.22
	42.	Develop imaginative		,	` >	, a_		•
• *		play equipment	2.11	. 2.47	1.35	•77 <u>,</u> .	2.78	2.48
, Ď	Super	rvision of Play and Routin	Acti	vities			•	,
	233.	Help children to		`				i Ma
•	,	clean-up	3,48	3.97	2.26 .	3.49	3.60	3.48
• .		Assist children in	,	,		. #		
		developing 🌠 ood house-				, .		• • •
٥		keeping habits		3.78	2.30	3.71	3:59	3.04
	227.	Practice safety procedure			٠.	,	-	•
•		by being alert to situation and equipment involving has		• •		<u> </u>		
	<u> </u>	to the safety of children		3.45	2.39	3.40	3.73	3.04
	<i>6</i> 0	Supervise outdoor play	3.09	3.55		2.49		3.30
	179	Supervise bathroom proced	ures	- ·		•	•	
,	'}·	(toileting; washing, '	a					,
	. كرو .	personal grooming, etc.)	3.04	3.75 °	2.22	2.46	3,24	2,96
	<u> </u>		**** ****	, -	470	<u>,</u>	۰,	

Task Clusters,	Mean Frequency Scores
(arranged in descending order of mean frequency scores)	Occupations
	all Care Fer Fer Sch Sch Sch Sch Sch
	Day Can Mother Fostery Parent Housepa Nur. So 'Nur. So 'Nur. So 'Nur. So
D. Supervision of Play and Routine	Activities (con't
38. Supervise manipulative	
play (puzzles, woodworking,	\ 9
	79 2.78 1.43 1.86 3.70 3.13
	2.75 3.17 1.83 1.46 3.49 2.87
156. Help children dress and	2.10 3.17 2.03
	.71 3.70 1.91 1.43 2.86 3.30
85. Supervise dramatic play	
. activities (blockbuilding,	
housekeeping, play, etc.) 2	2.60 2.78 1.00 1.37 3.51 3.30
64. Help children put blocks	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \
away 2	$53/2.85$ 96 \ 80 ' 3.54 3.43
. 178. Supervise rest time 💛 2	.53 3.70 2.17 1.86 2.48 2.00
111. Select and play	
recorded music / 2	.36 2.70 1.30 ,1.20 3.17 2.35
62. Teach and lead singing	26 1.95 1.04 .94 3.48 2.65
	.26 1.95 1.04 .94 3.48 2.65
40. Help children put on and	02 2 2 1 04 01 2 22 2 43
take off dress-up clothes 2	2.22  2.33  1.04  .91  3.22  2.43
188. Participate in teacher- directed activities	
: (rhythm, songs, etc.,) 2	2.12 1.35 .52 .54 \3.57 .3.48
41. Help children learn how	, 72.33
to turn pages 1	.99 2.60 1.09 .66 2.51 2,43
1,27. Select children's clothing	,
appropriate for temperature	
	.64 3.10 2.52 1.83 73 .39
109. Supervise special activitie	
(field trips, animals,	
etc.)	.56 1.17 .78 1:77 2.08 1.26

aThis task added on the basis of rational judgment.

	<u> </u>	//_	<u>,</u>				
	Task Clusters 7	7 :		Mean F	requen	cy, Scò	res
arra	anged in descending order		•	., <u>O</u> c	cupat	ions	•
or	mean frequency scores)	Overall	Day Care Mother	Foster . Parent	Houseparent	Nur. Sch. Dir./Teachêr	Nur. Sch. Aide/Ass't.
. Dail	y Involvement of Children	aņd Pa	rents		أنه .		•
<b>'</b>	Welçome children when they arrive the children learn	3.19	3.75	1.70	2.69	3.57	<b>&gt;</b> 3.43⁻
•	the established routines 'Assist children in develop	3.19 ping	2.90	1.70	3.54	3,67	3.35
•	a sense of "belonging" · in the center	3.15	2.67	41.43	3.66	'. '3.67	3/48
189.	Report accidents, signs of illness and discomfort in		•	•	i <sub>/</sub> ~		/ .
, 204	children and other important happenings Talk informally with	2.78	2.38	,1.48	3 43	.13120ps	·3.00 \
	parents Learn children's names	2.65	3.15	1.00	2.03	3/27	2.70
•,	as soon as possible <sup>a</sup> Answer parents' questions		2.30 3.10	.96 .70	2.83	2.86 3.19	3.26 2.61
. \	Distribute matérials to be taken home <sup>a</sup>	2.27.	2:08	.30	106	3.51.	3.04
167.	Identify child's state of health during daily	X	/ 70	0.04	<i>l</i> °	, 'a .a.	•
169.	inspections <sup>a</sup> Make observations/reports for use by administrators,		1.70	2.04	2.14	2.30	1.96
•	directora ;	1.28	.33	1.22	2.69	1.27	.91
. Dail	y Communication and Emerger	ncieș	<b>,</b>	<i>?</i> •	,	•	/? ·
	Take messagesa Help in time of,	2.86	3.05	2.26	3.63	2.83	2.04
<i>\</i>	emergencies \	2.78	2.35			2,/35	2.74
	Run errands <sup>a</sup> Oreet guests	2.61	3.20		3.20	2.30	1.91
	Contact parents in	2.42	۷.38	,1.74	2.66	2.73	1.96
	emergency or illness Introduce new child to	1.59	1.85	52	194	2:24	1.43
1	center	1.34	.83	.30	1.69	1.95	1.04°

aThis task added on the basis of rational judgment.

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Task Clusters	į	`. •	Mean F	requen	ev Sco	res .
	· - /=	<del></del>		z.eque		
(arranged in descending order	1.	•	<u>o</u>	ccupati	ions	
of mean frequency scores)	1/	· •	, \ \ ,	۳۰,	. ier	1.
		-0/	1. /	, len	r. ach	5-10
	11 '	r ar	भंभ	epare	Sch Tea	Sc! Ass
	ra.	by S	ite én	186		<i>J</i> .
	)ve	Day	-Foster Parént	House	Nur Dir	Nur Aid
	<u> </u>		77-			
G. Management of Creative Activiti	ies	\				` '
	*		\ \ \ \ \ .			1.
18. Arrange materials and equ	ipi 🚶	٠, ٠	- 13		/	
ment so they are ready for—use	2.76	2.38	1 7	2:20	3.39	3.09
20. Improvise play materials	2.70		<del>1</del>		.7	•
and activities	.71 2.71	3.05	1.52	2.06	3.25	. 2.78
61. Supervise creative activi	ties	•		1	, ; ·	•
(painting, playing with clay, crafts, etc.)	3.30	2 50	1 12	5 6	2 62	3'.09
; 89. Get crayons and paper	2 10	2.50		2,00	3.02	3.09
ready	2.53	2.92	1.04	/1.06	3.43	3.09,
181. Put newsprint on easels.				/ • ►		
for painting 19. Help keep supplies readily	2.47	,70	. •09	. 26	2.87	2.22'
available for teacher	<b>У</b>				7	٠,
	2.29	1.15	/.78	1.97	3.57	2.78
88. Show children how to use		/	<i>'</i>	· , •	. `	->
scissors ? 180. Put child's name on his	2.18	. 2.13	1,00	.89	3.13	2.87
art work	2.16	1/55	.61	. 60	3.51.	3.48
65. Arrange books on table for	r s	/ •	* ***	r 🕶 .	.,	• •,
children's\use		/2.09	.96	. 89	3.21	2.30
43. Help children make things to play with a	2.09	2' 35	1.26	B1 11	2.63.	2 43
202. Help children with their	2.0	[ . 33	. 20,		2 . U . S	, <del>s.</del>
nature and scrence	· /	7	•		•.	}; ,
experiences <sup>a</sup>	/ 1	1.53	1.00	1.29.	3:06	2.61
90. Encourage experimentation with paint	1.82	1.40	35	.91	2.90	2.39
251. Prepare art materials	* • • • •	1,40	• 35	• / 4	2.30	2.33
(paint, dough, clay,	, .	,	,	5 k		٠,
etc.),	1.75	1.10	• 57	.91	2.76	2.57
158. Help child remove painting from easel and set aside	9 ,	•	, 1. C	•	, ,	. `
to dry	1.61	.95	.13	.43	2.87	2.57
133. Prepare paper or table top	<b>p</b> .	, ·		•	٠,	. •
for painting	1.55	1.03	• 39	•49	2.54	. 2.57
			•	*		

Task Clusters		- <u>M</u> e	ean Fre	equency	y Scơr	<u>es</u>
A second second		•	0			•
(arranged in descending order	-! · . -		<u> 0c</u>	upatio	ons	σ
of mean frequency scores)					: H	,
The same of the	25. 美元 養成		, .	ńt	) pe	، ٽبي
	•		* : : : :	ن برق بر	p p	- c s
	10 <del>5</del> 45 - 4	~ <b>H</b>		Ø	Öğ	- 10 A
	, g	~ <u>`</u> ```}	9 1	Ö		
	. je	, th	st ire	์ สู	ង្អែ	H Ö
	10.	Da	Foster	·H	Nur Dir	ž Z
	<u>f </u>	•	•	• ',		
				<b>'</b> •.	•	. 5-
G. Management of Creative Activit	rés .(c	on't.)	*			. \
	•	. ,	•			\
135. Help put on and remove	:		!, aa			- ·           ·
painting aprons or shirts	1.53	93	. 30	,,.29	2.65	2.65
134. At the end of the day,	1		** ** -1	. 40	5 30	· .
clean paint brushes	1.45	1.00	57	17., 49	2.38	2.00
17. Help children learn to			•	~ . ~ . ~	• • •	
use hammer, saws, etc. for	r 1 403	. , ;, ,	40	1 80		2 00
craft activities <sup>a</sup>	1.43	.93	.48.	1.09	Z.03	2.09
182. Put paper on the floor	'1 10`	. 20	1 177	26	0 81	. 1 20
under the easels		, /U .	•1/	.20	2.21	1.70
161. Make learning aids (chart		4.2	. 20	71	2 24	1 00
flannel boards)	1.10	. 43				,1.00
162. Prepare bulletin boards	1 10	.45				.96
5. Repair books	1.12	1.25	. /8	.43	1.39	. T • OÓ
159. Write child's story about	1 10	75	., '25	40	1 07	i 17
a picture if requested	1.10.	.75	. 55	• 440	1.9/	1,.17
H. Household Maintenance			•			
	*, *,	•	÷			•
22. Dispose of wastes <sup>a</sup>	3.13	3.72	3.04	3.03	3.06	2.52
120. Clean and straighten	•	,		• •	•	٠,
cabinets/cupboards/		•		•	•	· .
shelves <sup>a</sup> , .	1.87	2:00	1.65	1:83	2.05	1.43
131. Put away cleaning			•	i	•	•
°supplies ,	1.78	3.22	2.09	2,00	1.10	.52
71. Do the dusting	1.77	3.33	2.43	1.66	.90	•91
, 142. Clean storage areas <sup>a</sup>	1.64	2.17 °	1.61	1.66	1.56	.91
72. Do the vacuuming	1.53	3.30	2.44	1.31,	.70	.26
\ 94. Clean mirrors and		1	,	~ •	_	
\ windows	.1.45		1.48	1.51	•98	.61
95. Polish furniture	1.40		1.70	1.40	.68	.43
96. Clean and wax floor		2.78	1.78	.83	.56	. 39
119. Wash walls and woodwork.	1.00	1.88	1.13	1.00	:63	.35
*					4	,

<sup>&</sup>lt;sup>a</sup>This task added on the basis of rational judgment.

Task Clusters / ·	•_	• .	Mean F	requen	<u>zy Scor</u>	<u>ces</u>
		٠.	° · •		. 4	
(arranged in descending order			, . <u>U</u>	ccupat.	tons '	
of mean frequency scores)		ø	•		·   ਮ	
***			•	ř.	Sch. Teacher	ڏن ڏ
	A	ø	•	H.	fi Sac	វិស
• •	- <b>-</b> -	, a H	ਸੂਦ	Ď.	SÉ,	Sc Às
. V/3	Ę,	o ad	te en	· Ņ	• •	• 0 *
	Ve	ay ot	Foster	Housepar	Nur Díř	rr rd
	0	ΩŽ,	ינדי נדי	I	ZΩ	ZA
<del></del>	-	_		7	, -	
I. Care of Toys, Equipment, Plant	c and	Anim	. 1 .			
z. care or roys, Equipment, France	s, and	ı Ailim	als	•	•	• ,
21. Store equipment and mater	·iale	-				
in appropriate places		. \	2	•	•	•
indoors a line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of the line of	3.13	3 58	2.09	2 74	2 .51	2 01
indoors <sup>a</sup>	3.13	3. 70	t 2.09	2.14	يال م	,2.91
materials for activities	2:79	2.60	.i.78	2.34	3.49	2.87
239, Feed animals and/or				2.5-	3.47	2.07
water plants	1-78	-2.28	1.57	1.14	2.10	1.22
6. Report any needed equipme			, ~		,	,-•
repairs to someone in	ŗ	1	10.00		•	:
charge <sup>a</sup>	1.75	.68	1.09	2.63	72.14.	1.87
207: Arrange and rearrange	•	1		-	371-1 - 1	~
furniture/cribs <sup>a</sup>	1.45	1.80	1.35	1.17	1.62.	.87
125. Set up and put away out-	•			٠, *		3 1/-
door equipment <sup>a</sup>	1.40	2.20	.70	.94	1:44	Î1.30:
241. Make repairs or replace p			•			, ,
	1.38	1.88	-83	1.00	1.65	.84
225. Wash toys and equipment.		•			ije 1.	
(blocks, dolls, puzzles,				,	ن بسیر	Sec.
etc.)	1.35	2.10	1.04	.7.1%	<b>1.4</b> 0	1.17%
209. Fold and put away		,5°°37		1./		11/2
rugs/cribs <sup>a</sup>	1 30	1.28	78	1.09	1.46	1:74
240. Wash doll clothing, dress		· ` · ,	- Z	14. –	15/	
up clothing, towels, rest		,		And the same of	الإسراع معرف المعطور	1 3/10
mats; etc.	T./20	2.17	.96	.51	,r.46	. <b>. 57</b>
226. Clean animal cages, pens, or containers <sup>a</sup>	.85		1160		المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع المراقع	15
144. Clean outdoor equipment <sup>a</sup>	• 63	.83		26/	7.7	•••01
crean outdoor edurbment	.83	1.58	.74	1,90/	. 62	1.532

aThis task added on the basis of rational judgment.

# CHILD CARE RELATED OCCUPATIONS

		<del>-/</del>				
Task Clusters			Mean' F	requen	cy Sco	res
	1 1	2	3.4	10 70	4	<del></del>
(arranged in descending order	, ,	Port Land	<u>. 0</u>	ccupat	ions	
of mean frequency scores)	, ,	j	·		or His	
	1. 1. 1.	1 i 15 · . · · · · · · · · · · · · · · · · ·	از میں اور میں م	, tt	he	٠ ت
	1/4	60		rej	ac.	d s
		THE HALL	~ 4 H	pa	Schi Teac	ScA
1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1	to .	, O. 9.	te en	S.		1.0
	2	, y 9, y	Föster Paren	ſ,o	Nur Dir	E P
· 10 // /	0	ΩΣ	(T. C)		Z (1)	
1 profession 1						
J. Food Service	100			•		
	richte (5 jan	ز او آن بانت	i < i		, i'.	
143. Wash off tables	<b>`2`,98</b> ,	3.70 3.88 3.90 3.78/	2.26	2.49	2.97	3.26
57. Serve food	2.74	3.88	,2.61	2.49	2.19	2.78
58 / Clear away food	2,55	3,90	/2.61	2.11	1.94	. 2, 48
10. Prepake snacks	2.52/		" <b>2.</b> 22.	2.40	2.11	1.91
59. Clean up soiled dishes,	2 51	4.00	2 06	. 1 71	1, '00	2 25
/35. Set table	2.23	3.88	2.52	/1• 80′	1 43	1.06
242. Plan spacks	2.23	3.78	2.26	2.17	1.73~	
/ 105, Wash dishes by hand	2.15	3.67	2.61	2.03	1.35	1.43.
11. Prepare meals	1.89	4.00	3,13	2:14	. 49	43.
Plan meals		3.72	3.78	1.86	51	43
130 Put away rood supplies	,1.82	3,15	2.17	1.57	1,16	1.35
L51 Use the range to prepare hot foods for meals	OG E	3.88.	. d. 70		<i>∞,</i> /,	10
hot foods for meals  32 Prepare vegetables for children's meals	T • 02	1,2.60	,2.,(0	2.00	.59	.48
children's meals	3.72	3.72	2.61	2.00	- 41	48
31. Prepare meats for 31.	121	1 1		·	, *	
children's meals	ંત્રું.68	3.83	2.41	1.94	.32	. 35
. 152 Use the oven for making .	The '	٠,	1			
baked goods, meats, and	1.11	· 1.		Mary Comments	``	₹
casserbles	1.66	3.45	2.30	1.69	·60	74
1906. Store kitchen equipment	1.65	3.40	2.17	1.26	.73	1.22
children's meals	1.63	2055	2.17	1.89	.48	.52
30. Clean small electrical	سرز ک		. 2. 1	1.09	•40	، عد
kitchen appliances	1.57	√3 <b>-</b> 03ื	2.39	ุ 1 <b>้.</b> 63 .	.70	.48 <sup>?</sup>
80. Prepare sandwiches for	1.5	14.	À \$		•	
children's meals	1 \55	3.63	2.09	1.77	.33	43
83. Inventory supplies and		1	12	X 1_		· · · · · · · · · · · · · · · · · · ·
food	1.51	2.38	1.91	37	1.32	. 35
Till 30. Frepare satads for	1:47	7. \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	2.35	, i '80	.22	.48
children's meals	1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1	5.13	2.33 S	7 09	• 22	, •40

aThis task added on the basis of rational judgment.

			, K	-				
	Task Clusters //	, , , ,	,	Mean F	requen	cỳ Sco	res	
1. 1. 1.	学 美人一学 第二次演员		•			•	1	
	anged in descending order			΄ <u>ς</u>	Occupat	ions		
	mean frequency scores)-	,		,	, •	<del></del>	. , •	
	The first of the second			•	. ب	er	7	
/		•	, ;	•	ue	, ď	، ب	
			e ,	•	A I.	Sch. Teach	Sch	
11 1		Ξ΄.	la j	# #	ğ;	ž Š	χ <del>χ</del>	
	The respect to the section of	Overa]	) he	Foster Parent	Housepa		· je	
. , , , , , , ,		Š	ay Ot	os ar	noj į	Nur Dir.	Nur. Aide,	
	and the first of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of t	<u> </u>	Day Moth	<u>т Д</u>		ZO	_Z	•
يو کوي								
, Fóod	Service (con't.)	٠,			* ,	ν.	4	
N. 63.	Project of the same of the same of the				\. *			
	Preparé foods for special		0 00	1 50		, , , ,		
	occasions		2.08				.1.04	
	Order groceries Prepare soups for	1,43	2.40	2.04	1.63	.90	.26	
· /9•	children's meals	1 42	3.40	1 65	1 60	20	. 4.0	
153	Use the mixer for pre-	1.44	3.40	1.05	1.63	. 32	43	
100	paring baked goods and			٠		•	-	
	desserts	.1 30	2 90 .	2 22	1.29	.54	.43	
	Plan food for special ,	1.00	2.90	2.24	1.29	• 24	.43	
,	occasions	1.39	1.78	1.48	1.49	1.27	.78	
`55.	Prepare casseroles for	2.00		~.40	¥ • <del>4</del> /	1.27	. , ,	
	children's meals	1,35	3.05	1.91	1.66	. 24	.39	
	Clean the range and/or	,		• •	· •	W.	,	
	'oven	1.09	2.50	.1.70	1.17;	.17	.43	
. 103.	Clean/defrost the				4 3 '8'			
· ·	'refrigerator'	1.09	2.25	1.57	1.06	.43	.48 -	
132.	Check in food and cleaning	g *·	- (1	_	./	7		
	supplies as they come <sup>a</sup>	1.07	1.50.	.1.43	1.23	.81	.43	
104.	Load, unload and clean the	е <i>і</i> ,						
	dishwasher <sup>a</sup> .	.68	•9à	.70	1.06,	:37	.48	
127.	Clean/defrost the freezer	.63	1.33	.91	<b>.</b> ′63	.26	.13	٠
.8.	Use blender for preparing	,		ŕ	•			
	drinks, soups, and sauces	.61	1.17	1.00	.46	. 35	.22	
	Order government food		<u>.</u>					
,	commodities	<b>~.</b> 07.	<b>.</b> co	.00	.03	16	.095	
				,			•	

aThis task added on the basis of rational judgment.

•	. 4	Task Clusters	•	•	Mean F	requen	cy Sco	res
•	•	anged in descending order mean frequency scores)			· . <u>0</u>	ccupat	ions	, , , , , , , , , , , , , , , , , , ,
			Overall	Day Care• Mother °	Foster. Parent	Houseparent	Nur. Sch. Dir./Teacher	Nur. Sch. Aide/Ass't.
			•					, ~
Ř.	Plan	ning Goals and Activities	-		•		'	
. i		Plan daily schedule <sup>a</sup>	2.39	2,53	2.04 -	2.14	3.Ò6′′	.87
.	136.	Evaluate plans and change		1460	1 06	,	0.04	1 00
	114	them when needed	2.16	1:60	1.96	2.14	2.94	1.22
1	114.	Plan activities to be offered every day	1.96	1 70	.74	1 77	2.83	1.57
	138.	Plan special activities	1.90	1.70	• /	-•/!	2.03	,
		(field trips, animals,					•	· e
	,	growing plants, etc.)	1.51	.93	.78 °	1.74	2.22	.91
٠,	113.	Help plan goals for year					,	` •
	\	program : *	. 86	.18	.22	1.03	1.37	. 1.04
	112.	Plan goals for year's	,					
		program <sup>a</sup>	. 69	.18	• 30	•51	1.33	.48
Ι	Work	with Exceptional Childre	n				•	
٠,	WOIK	with exceptional childre	· · · ·	,		,		, ,
	3.	Assist exceptional child	ren				, •	
		with activities involving						
•		social skills <sup>a</sup>	2.03	1.00	117	2.63	2.71	1.91
	,15.	Direct exceptional child	ren					
		in activities involving		•	,	• • •	4	
•		language abilities	1.84	1.40	.1.22	1.66	2.40	2.00
· ; ·		Guide exceptional childre	en	*			٠, ٧	
٠.	•	in activities involving	•	;		•		
•		mental abilities and			•	٠.		
	•	intellectual-emotional development	1.80	1.10	01	0 51	0.40	1 10
•	29.	Assist professional staf		1.10	,•91 ,•	•	2.43	. كم الم الم
		in the overall evaluation				D		
•		of the progress of each			٠. ٠٠		1	<i>.</i> ,
		exceptional childa	1.70	.50	61	2.80	2.32	1.48
	<sub>.</sub> 37.	Train exceptional childre				_, -, -,		30
	-	in self-help skills	1.58	1.22	1.30	1.46	2.03	1.39
			enderthis		, • •	·	4. 1	

aThis task added on the basis of rational judgment.

ERIC Full Text Provided by ERIC

. 7	Task Clusters		Mean F	requen	cv Scc	res
	\1.	<b>,</b>	1. 1.		gev re	
	rranged in descending order	}	. <u>c</u>	occupat	ions	
. •	of mean frequency scores)	ļ	•	1	. <sub>X</sub>	, .
	<b>}</b> \	ૂ		žuž	; che	نب
		.0	<i>,</i> , , , , , , , , , , , , , , , , , ,	are	Sch. Teac	Sch. Ass'
• -	. <del>1</del>	875	t t	· Ř	S E	ς¥,
,	The state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the s	the the	rei rei	us	н н	de,
	<b>8</b> :	(E) (B)	PP V	Housepare	Nur Dir	Nur. Aide
<u></u>		<u> 7: - </u>		· · · · · · · · · · · · · · · · · · ·		
;	· \ \	<b>'</b> \$	• •	• ,	٥	
L. Wor	k with Exceptional Children (con	't.)		•		• '
. ,					-	
. 51	Report or record behavioral ,	<b>,</b>	•	,	1	) /
,	changes in each exceptional				1 04	/
9.160	child 1.57	. , .63	∘ .83	2.94	1.84	1.99
100	o. Plan special activities for children with special	` •				$\mathcal{A}$
	problems or needs	- 50	،91	1.69	2, 38	» 74
203	3. Assist exceptional children	٠,٥٥	•,,_	2407	2,30	· · · / -
,	in activities involving				* *	* /
,	motor control, motor			1	•	<b>,</b> ,
<b>)</b> -	coordination, and percep-	•			<b>*</b> ' '	
<i>'</i> .	tual motor training . 1.33	.48	• .96	1.06	2.27	1.00
³ <u>,</u> 36	6. Feed exceptional children		•		,	7,
, ,	or assist these children with mealtime activities 102		.t 42	, 1 00°	92	.96
50	2. Handle certain clerical	√. •90	1.40	. 1.09	.92	.90
*	responsibilities involved	*	<b>%</b>		. 🎤	
	with the exceptional	~ · ~		• • • •	1	
٥	child .85	.23	. 17	1.34	1.38	. 39 '
			. /	• :	-	•
M. Lau	indry 👂	• •	. (			,
,				0.00	,	
`	5. Fold laundry 1.61	3.03	2.96	2.00	.59	.04
. 224		3.20	. 2 22	1 71	/12.	.26
176	Sort and prepare laundry	, , , , & O	J. 22		, <del>.</del>	,, , , , , , , , , , , , , , , , , , ,
	In	2.97	2.96	1.86	•56	.04
128	Load select controls	,			•	•
•	detergents, bleaches, etc.	•			in the second	•
	and unload laundry from				, 	
	the washer 1.52	2.92	2.87	1.86	?49°	•00
⊕ 129	Load, select temperature	-• <del></del>	t	. 1	, ,	,
	control, and unload dryer	2.55	2.87	2.06	.48	•00
70	). Do the mending	I		1.06	49	, `09
	Do the ironing 1415			.91	.40	.13
•		$\vee$		ţ	,	´ .••

Task Clusters	, ,	Méan	Frequency Sco	res_
(arranged in descending order	•	,	Occupations	•
of mean frequency scores)	•	, •, ;	rent	
	rall * * * * * * * * * * * * * * * * * * *	ster cent	usepar	sch/ale/Ass
	Ove Day	Fos Par	Hou -Nur Dir	Nui

# N. Regulation of Supplies and Equipment

100.	Help decide needs of	v	•	1	
	center/home	2.00 1.97	1.43 2.14	2.49	1.04
78.	Plan for needs of .	<b>~</b> · ·		1	• •
	center/home <sup>a</sup>	1.81 2.13	1.04 2.03	2.08	.96
102.	Make lists of supplies	t .	•	}	i
	needed	1.80 1.90	1.35 0 2.63	1.86	.70
210.	Check/inventory first aid		•		,
	supplies <sup>a</sup>		1.09 1.80	1.19	` . 30
	Order cleaning supplies	1.16 1.47	1.39 1.77	.92	.13
	Order equipment	1.08, .83	.91 1.26	1.54	13
	Do the bookkeeping		1.22 .69		• 3̈́5
	Order first aid supplies	.98 1.10	1.13 1.49	.89	.13
	Take inventory of	, ţ	•		
	'equipment	.91 1.10	.78 .83	1.08	.35
166.	Check in and deliver equip	o- (			
	ment as it arrives	,.88 <sup>1</sup> .75	22 86	1.35	.22

aThis task added on the basis of rational judgment.

	•	Task Clusters			Mean.	requer	, ncy Sco	res .
		anged in descending order	۹	,	· ; & !!	Occupat	ions,	<b>.</b>
<b>`</b> ,	OÎ.	mean frequency scores)	TT.	are r	<b>,</b> +	parent	Sch. Teacher	Sch. Ass't.
, , <b>.</b>	· · ·		Overa	Day C Mothe	Foste Paren	Housepar	Nur. Dîr./	Nur. Aide/
ο.	Care	of Sick Child			•		·,	٠
	91.	Supervise and comfort children isolated because	,L	,		٠,		
	•	of emotional upset, sillness, tiredness,	2 51	2.45	` `01	3 OO	 2 <b>.</b> 87	2.48
•	190.	Administer first aid to injured child <sup>a</sup>	2.33	,		2.60	/ .	2.43
٠.	73.	Give medicine and follow dootors orders about a	2.55	, 2.03	· '	;	, 2 . 32	71,
	. 24.	sick child <sup>a</sup> Care for sick child	1.58			, 3.43 2.20	. 67 <b>A</b> 22	.13 .74
•		Read a temperature thermometer	1.21	•	, , .	2.23.	. 38	. 30
and a	1.	<b>-</b>	1.09	•		1.86	.46	.1/3
		Select and prepare foods for a sick th ld	.80			1.49	.16	/.00
		Keep records of sick child Give back rub to sick	1 4		52	7	. 35	.00
*	26.	child <sup>a</sup> Make back rest for sick child	.62	-		.89		, .
	49.	Make bed with sick child	.37	•			^.19	.00
P.	Care	of Infants	. 35	•	.57	<b>7.5</b> 1	.10	1,.00 1,
	234.	Change diapers and other	•		[ '']		•	
		clothing when necessarya Follow safety precautions		- /-/	2.78	∴• <sup>74</sup>	1.37	.70 <sup>%</sup>
		when caring for infants check infants when they cry and determine reason	123	7,67	2.35	.37	71	• 35.
<i>(</i> -:	247.	for crying   Carry and hold infants	1/17 :97	2.92	•	.23	.37	. 39 .00
	13.	Feed infants Give sponge bath to infant	.95		2.48	.17	0.06	.09
		or a sick child Prepare formula for babies	•65	4.4.	1.91 1.87	.26	.02	.17
			-			,		,

Task Clusters	Mean Frequency Scores
· (arranged in descending order. of/mean frequency scores)	Occupations
or mean frequency scores)	cher cher
all.	separ Sch Sch Sch
Over Moth	Fost Pare House Dir.
. Administration —	· ····································
	2.61 3.89 3.06 1.74
216. Keep attendance records 252 .73	
	" 1.61 1. <b>1</b> 4. 1.68 .43
•245. Participate in staff — vmeetings 1.30 .05	.35 2.46 1.81 1.26
66. Lead staff discussion	.55 2.40 1.01 1.20
related to observing	
children 1.08 \.08	.13 1.23 2.25 .30
47. Cooperate in administrative	•
staff discussion on	·
operation and maintenance . \	
of building and grounds 1.00 25	.13 1.57 .1.62 .65
246. Take notes (at staff	706 1 77 1 20 1 26
meetings, etc.)a .96 .05	.26 1.77 1.22 1.26
168. Keep health records of	.96 1.71 1.03 .17
53. Evaluate and supervise	<b>1</b>
teaching staff .76 .20	.04 .20 1.76 .52
213. Schedule and allocate work	
for assistant teachers a.75 .08	.17 .29 1.92 .00
76. Train teaching staff/	
volunteers/student	
teachers	.00 .51 1.76 .04
77. Assist with in-service	
	.17 .91 1.33 .39
67. Supervise teachers in	.00 .14 1.75 .26
, , , , , , , , , , , , , , , , , , , ,	.00 .14 1.75 .20
212. Supervise safety program/ instructions for staff and	
students .68 .35	.17 • .66 1.19 43
121. Compile individual case	· / · · · · · · · · · · · · · · · · · ·
history of child 64 .18	17/ .71 • 1.2417
145. Interview prospective	ş. /
clients .63 .45	.00 .40 1.17 .43
/ 172. Secure data and estimate	
costs for purchases .61 .25	.22 .63 1.14 .13

This task added on the basis of rational judgment.

	· · · · · · · · · · · · · · · · · · ·
Task Clusters	Maan Braguanau Caaras
lask Clustels	Mean Frequency-Scores
(arranged in descending order	9 (Occupations
of mean frequency scores)	* . · / /
· · · · · · ·	t ee t
ر د د د د د د د د د د د د د د د د د د د	
— <b>ж</b>	
יי היי היי היי היי היי היי היי היי היי	a di Asta SA
	Fos Par Nun Aic
, , O°, <u>,</u> Ω <b>Σ</b> ,	THE ED NA
O Administration (soult)	
Q. Administration (con't.)	
194. Schedule and allocate	
work for teachers \$ .5705	, , ,
244. Conduct staff meetings .52 .05	.0940 1.24 .00
170. Write/compile reports to	\ .\
various agencies/parents 🕶 🐧 🐧	
board of directors	.17 .26 \ 1.03 \ .30
126. Establish administrative	
, policies (fee. setting,	
admission, hours, etc.) 4948	46 86 00
249. Interpret social history	, 6
and family background to	
staffa .4913	800 .66 .027
195. Keep records of children's	.26 1.40 .22 .00
allowance sheets <sup>a</sup> , .44	26 .1.40 .122
. 122. Keep staff personnel	77
, records	57 79 .00
238. Prepare for referral of	
child to other agencies a .41 .08	.35 .46 .71 .413
148. Collaborate to write	
proposals <sup>a</sup> .28 .00	.04 .54 .46 .13
171. Type reports to various	-
agencies .21 .05	.13 .11 .46 .00
192. Administer insurance	
	.04 .00 .38 .00
155. Fill out réports for govern-	
ment hot lunch programa .08 .00	00 .00 .17 .17
ment not runen, program	
R. Work with Parents	
183 Holp acquaint nament with	
183. Help acquaint parent with	·
center and its program <sup>av</sup> 1.4765	1.51 2.29 1.96
173. Collect fees from parents/	
agencies <sup>a</sup> '1.05 '1.88	.83 1.26 1 37 .17
184 Participate in parent	4 ,
conferences	.771.46 .78
•	· · · · · · · · · · · · · · · · · · ·

tathis task added on the basis of rational judgment.

CHILD CARE RELATED OCCUPATIONS .

. —	<del></del>		<del>/</del> -	<del></del>		<del>-                                    </del>		
	Task Clusters	•		ā .			i 🗸 •	1
	lask Clusters	1	. <u>Me</u>	ean Fre	equenc	y Score	<u>es</u> , ,	1
•	(arranged in descending order	, <i>f</i>		<i>j</i>	! 4. !		- A	•
•	of mean frequency scores)	[		<u> </u>	cupátio	ons	• • • • • • • • • • • • • • • • • • •	
	or mean frequency scores)	· /	,	_	€	н	" ر	
	,	∘'∫ ∖	; /	, ' F	ut,	ch.\ eacher	ب- دد	j <sub>e</sub>
•	•	- 1	· /		<u>.</u>	\frac{1}{2}		1
457	•	<i>-</i>	, Н		ď	Sch.\ Teacl	Sch Ass	e
_	\	- Te	er Co	er int	бd	s T	S A	
•	1	Overa	$^{t}_{p}$	re re	ns	нн	н. de	
		. 8	Day Caré Mother	Foster Parent	Housepar	Nur. Dir.	Nur Aide	
		<del>:                                    </del>						
R.	Work with Parents (con't.)		3				•	
• •	work with Falents (con. t.)	• `		i	٠,	•		
	236. Write communications to						•	
	parents (letters, cards,	' p	. 4					
	(etc.) <sup>a</sup>	.79	.0.8	.61	.49	1.49	.74	
	185. Conduct individual parent	ů.	٠.					
	conferences	.77	. 80	.26	.23	1. 35	.43	
	237. Consult caseworker on	,			•	•		
	parents problems <sup>a</sup>	.74	.33	.74	1.69	.67	.22	
	222. Participate in parent		. •	,			•	
	meetings	. 70	33	.43	.66	$_{1.00}$	- :83	
	147. Conduct public toursa	.41	.08	04	. 54	.71	<b>.</b> 30 }	
	223. Write reports on contacts		•			, $$ ,	,	i
	with parents	. 39	10	.17	.49	.70	۾ 13.	1
	221; Conduct parent meetings	. 34	.30	.04	11	· .68	•09	
<del></del>	——————————————————————————————————————		,					
s.	Budgeting and Public Relations		, ' <u>·</u>	•,	•		,	
			<u>,                                    </u>					
-	146. Interpret functions of					•		
	center to community	.87	.18	.09.	. 86	1.43	1.35	
	150. Approve budget expenditure		.83	.52	.20	<b>.</b> ∙76	•00	
	149. Prepare budgets	.54	1:08	.61	·.17	.57	.00	
т	Company of No. 2	_ ^;_			٠ ٠.		્ક	
Т.	Supervision of Non-Professional	Stafi	f			•		
1	45 Company	•			1	.•	•	¥.
	45. Supervise cleaning	. «	•				,	
	service <sup>a</sup>	1.54	1.47	. 61	2.29	1.78	83 .	
	230. Schedule and allocate work		•	R.		•		
	for volunteers <sup>a</sup>	••63	.15	.09	.49	1.33	.30 ,	
	214. Schedule and allocate work		v			•		
	for aides \	•58 <sub>.</sub>	.08	.00	.43	1.33	.17	
	46. Supervise maintenance		•		•			
,	staff	.52	.20	.17	,.31	1.16 '	.00	
	231. Schedule and allocate work							
٠.	for cleaning staff	.40	.15	.00	•51	.78	.00	_
	232. Schedule and allocate work	•	*			•		
	for maintenance .	.30 -	.15	.04	.49	• 51	.00	
		1	,	ι	•		,	
,	•		,	_			· .	

aThis task added on the basis of rational judgment.

(arranged in descending order of mean frequency scores)  Nur. Schent Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sch. Nur. Sc	4
Overall  Day Care Mother.  Foster: Parent Houseparent Nur. Sch. Dir./Teache. Aide/Ass't.	*
Overa  Overa  Day C  Mothe  Foste  Paren  House  Nur.  Aide	*
	\$
	4
T. Supervision of Non-Professional Staff (con't.)	4
	`
197. Schedule and allocate work	`
for houseparents/residence counselors 30 .15 .00 1.26 .08 .00	J
193. Interview and hire	,
prospective employees .26 .08 .00 .11 .63 .04	1
196. Schedule and allocate work for recreation director <sup>a</sup> .21 .05 .00 .23 .46 .00	<b>)</b> \
215. Schedule and allocate work	١.
for cooks .20 .15 .00 .09 .40 .1	3 >
U. Items Not Identified With Basic Clusters	,
27. Follow regularly assigned	: المحادث
schedule of responsibilities	• .
and assume other responsi- bilities as needed 3.37\2.88 2.22 3.80 3.86 3.3	
2. Help children understand.	
the importance of eating nourishing foods 2.74 3.30 2.30 2.91 2.57 2.3	э. Э
nourishing foods <sup>a</sup> 22.74, 3.30 2.30 2.91 2.57 2.30 28. Accept instruction and guidance from person in	۰
charge 2,33 .98 1.09 3.49 2.48 3.78	₃,/
248. Feed children 1.63 3.95 2.09 1.00 .83 .3	)_``
84. Plan seating arrangement for children 1.40 1.72 .83 .91 1.76 1.1	7
34. Help children prepare foods for special occasions 1.16 .95 1.22 1.20 1.27 1.0	e .
200. Bathe children 1.06 2.65 2 30 .77 .14 .0	<b>O</b>
7. Obtain regular health	1
check-ups .91 .68 .91 1.00 1.02 .9	T
used by children .70 .40 .65 1.83 .52 .0	О
23. Sand and paint furniture .49 .48 \.57 .37 .54 .4	3
250. Supervise case aides	N.
working with parents	7

aThis task added on the basis of rational judgment.

#### Alternative Job Titles

the job titles reported by respondents varied somewhat, but were basically similar within each type of occupation. These were grouped, according to occupation and are shown in the following list.

#### Day Care Mother

Babysitter
Child Care Attendant
Housewife
Homemaker

#### Foster Parent

Boarding Mother Substitute Parent Housewife Homemaker

#### Houseparent

Child Care Worker
Residential Teacher
Resident Counselor
Children's Unit Supervisor
Child Development Worker
Director of Home
Housemother/Housefather

## Nursery School/Day Care Genter Director/Teacher

Supervisor
Directress - Coordinator
Floating Teacher Supervising Education
Owner

## Nursery School/Day Care Center Teacher Aide/Assistant

Volunteer Mother
Preschool Assistant
Neighborhood Youth Corp Trainee
Preschool Mother Helper 2
Volunteer
Bus Aide