AN ABSTRACT OF THE THESIS OF

JOAN ELIZABETH ERICKSON   for the degree of   Doctor of Education
           (Name)   (Degree)

in EDUCATION (Guidance & Counseling) presented on _Manch 31, 1971_
          (Major)   (Date)

Title: AN EVALUATION OF THE EFFECTIVENESS OF GUIDANCE

ASSISTANTS IN SELECTED SCHOOL GUIDANCE PROGRAMS

IN OREGON

Abstract approved: ___*Redacted for Privacy*___

Franklin R. Zeran

Purpose: The basic purpose of this study was to evaluate the
effectiveness of paraprofessional workers trained to work as guidance
assistants to professional counselors in elementary and secondary
schools.   The study included an identification of the appropriate role
of guidance assistants, counselors, and administrators in their rela-
tionship with one another in a team setting.   Role identification led to
the delineation of those functions, duties, and tasks which the guidance
assistant and those which the counselor can best perform in the school
setting.

Method: School building teams, five elementary and five second-
ary from three Oregon school districts, participated in EPDA-funded
six week pre-service training on the Oregon State University campus
and 36-week (school year) in-service training, covering the period

July, 1969, through June, 1970. Pre-service training was devoted to team planning of guidance activities for the in-service year with particular consideration to tasks to be performed by guidance assistants.

Subjects' attitudes toward the appropriateness of tasks assigned guidance assistants were seen to be both indicative of the manner and extent of counselor utilization of the new worker, and of the professionals' attitude toward counselor role.

A task-appropriateness questionnaire was designed to assess subjects attitudes regarding specific guidance assistant tasks. The tasks were grouped into three classes, to reflect three possible roles for guidance assistants in a school setting. Class 1 consisted of those tasks which seemed to relate to and support guidance and counseling services, including both cognitive and affective factors. The tasks in Class 2 were task-oriented rather than student-oriented, and included such duties as monitorial, escorting, clerical, and general routine duties. Class 3 was a grouping of tasks considered to be inappropriate when performed by guidance assistants.

The evaluation of the effectiveness of the guidance assistants was conducted utilizing responses to the questionnaire described, and also counselors' and administrators' responses to a questionnaire on general program effectiveness, guidance assistants' daily logs and time-use assessments, and personal interviews with teachers and

students in participating schools. A state-wide counselor survey was conducted to develop additional data regarding counselor time utilization and perception of role.

Findings: Results indicate a marked difference in perception of task appropriateness for guidance assistants between elementary subjects (both guidance assistants and counselors) and secondary subjects (both guidance assistants and counselors). Student-oriented Class 1 items were favored by the elementary subjects while task-oriented Class 2 items were favored by the secondary subjects. Both elementary and secondary groups tended to reject the inappropriate Class 3 items.

These findings support the following observation; secondary counselors assume many Class 2 tasks and, in turn, assign many of these to guidance assistants in order that they may engage in proportionately more Class 1 tasks, namely counseling. Elementary counselors assume fewer Class 2 tasks and, in turn, need assign fewer such tasks to guidance assistants.

Findings further indicate that utilization of guidance assistants to perform non-professionally demanding tasks, whether Class 1 or 2, can expand the scope and level of professional services in elementary and secondary schools. Guidance assistants' basic role specifications and prerogatives need to be clearly defined in order to prevent either their under-utilization by unconvinced counselors or their

over-utilization by administrators faced with personnel shortages.

Pre-service training of guidance assistants should be conducted to develop communication skills as well as to develop basic understandings of the service they are to perform. During the pre-service, orientation of both administrators and counselors needs to be conducted. In addition to the basic orientation of professional workers and supervision training for counselors, a portion of the pre-service training should be reserved for team planning.

An Evaluation of the Effectiveness of Guidance
Assistants in Selected School Guidance
Programs in Oregon

by

Joan Elizabeth Erickson

A THESIS

submitted to

Oregon State University

in partial fulfillment of
the requirements for the
degree of

Doctor of Education

June 1971

APPROVED:

Redacted for Privacy

Professor of Education,_____)
in charge of major

Redacted for Privacy

Dean of School of Education

Redacted for Privacy

_____/ · ·_____
Dean of Graduate School

Date thesis is presented _March 31, 1971_

Typed by Donna L. Olson for _Joan Elizabeth Erickson_

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF TABLES

AN EVALUATION OF THE EFFECTIVENESS OF GUIDANCE
ASSISTANTS IN SELECTED SCHOOL GUIDANCE
PROGRAMS IN OREGON

CHAPTER I

INTRODUCTION

Statement of the Problem

Recognition of the importance of guidance and counseling ser-
vices in the schools has increased markedly over the past decade.
With this recognition there has come a correspondingly increased de-
mand for services. Research has pointed out the need for the schools
not only to provide increased guidance services, but also that those
services be more comprehensive--in elementary as well as in second-
ary schools.

The challenges facing school counselors are enormous. The
nation's schools reflect society's ills and the disorders in and around
the communities they represent. Schools are experiencing society's
uncertainty and chaos. They also are energized with excitement which
arises from an increased focus upon a student-centered program in-
tended to provide meaningful school experiences for all the children of
all the people.

The current supply of school counselors does not permit this

expansion of services to become a reality. In the face of increasing

demands and limited supply, the counselor, like the classroom teacher,

is faced with a disproportionately increasing number of projects in-

volving tasks which, while they need to be performed, do not demand

his professional competencies for their successful completion. With

each new project, there must be more testing, evaluating, record-

keeping, consulting, conferencing. The projects include non-profes-

sionally demanding tasks which distract and divert counselors from

their primary functions, that of counseling with individual students

and groups of students, and professionally conferring with significant

others in the school environment in order to effect benefits for stu-

dents. The need for more efficient utilization of school counselors in

terms of their skills, attitudes, and understandings, dictates an in-

vestigation of the feasibility of introducing paraprofessional workers

trained as guidance assistants, to assume those necessary tasks which

are non-professionally demanding.

Background of the Study

Although the preparation of guidance assistants is a more recent

innovation than that of other paraprofessionals, e.g., teacher aides,

hospital aides, or social work aides, an increasing number of guidance

assistants are being trained across the nation.

Bowman and Klopf, chief architects of what is to date perhaps

the most comprehensive study of paraprofessional workers in the pub-

lic schools, point out that several convergent forces--social, educa-

tional, and economic--have contributed to the mushrooming of the

training programs and available employment. In too many instances,

these forces appear to be responsible for a training pace which pre-

cluded fully adequate orientation and preparation for the tasks:

> (1) the ever-changing and expanding needs for school services;
> (2) acute shortages of professionals to meet those needs; (3)
> new dimensions in education, requiring a more complex and
> demanding role for professional educators; (4) heightened
> awareness of the special learning needs of disadvantaged
> children and youth; (5) recognition of the communication
> blocks which often exist between middle-class professionals
> and lower-class pupils; (6) the availability for training of
> undereducated persons unable to compete for jobs in an
> increasingly automated economy; (7) the availability of
> funds from the federal government for the training and em-
> ployment of low-income, non-professional workers in edu-
> cation (Bowman and Klopf, 1967, p. 9).

Professional counselors appear uncertain about the appropriate

role of guidance assistants. In light of this uncertainty an investiga-

tion of the actual and potential functions of guidance assistants appears

desirable. Equally desirable is an investigation of what changes in

professionals' attitudes, if any, occur regarding the appropriateness

of guidance assistants performing various types of tasks, as a result

of these two classes of workers functioning in a team relationship.

The converse may be an equally desirable and necessary subject for

investigation: what changes, if any, occur in guidance assistants'

perception of the appropriateness of various types of tasks, as a result

of working in a team relationship with professionals?

Will guidance assistants ultimately usurp counselors' felt prerogatives with clients? Will the quality of guidance services be enhanced, or, indeed, will it deteriorate, as guidance assistants perform tasks previously performed only by professionals--whether or not these tasks are seen to be professionally demanding?

What of the future for guidance assistants? Is the career ladder (or career lattice) concept a valid one? If so, is it sufficiently flexible to allow those guidance assistants who choose not to involve themselves in further training and/or education for growth toward professional status to remain "in position", contributing as they are able in their respective settings? For those guidance assistants motivated to further preparation, is professional status assured? Is it automatic? Will the baccalaureate degree continue to be the primary hurdle, followed by a rigidly prescribed course of studies at the graduate level?

Questions such as these are being raised not only by the practitioners themselves, but also by counselor educators involved in the cross-currents of debate surrounding contemporary programs of counselor education. They are asked, "In what ways ought counselor education programs change to reflect the new roles expected of counselors who work with guidance assistants?"

Any innovative education program stimulates professional debate

and even, sometimes, controversy. The debate being waged over

guidance assistants is clearly not over whether counselors are, or

ought, to have guidance assistants working with them. Rather it is

over the appropriate role of these workers and over the necessary

changes in professional role.

The investigations into the utilization of guidance assistants are

very clear on at least one point, that guidance assistants are not

merely miniature, less-costly models of school counselors! They are,

or can be, effectively functioning guidance service workers with a dy-

namic, developing role to perform in the nation's schools.

Structure of the Project

A project entitled, "Institute to Prepare Support Personnel to

Assist the Counselor in Disadvantaged Elementary and Secondary

Schools," provides the basis for an evaluation of the effectiveness of

guidance assistants. The Institute was funded by a grant from the

U. S. Office of Education under grant authority P. L. 89-229, as

amended, Title V, Part D, and directed by Professor Franklin R.

Zeran of Oregon State University in cooperation with Portland School

District #1, Lebanon School District #16c, and Corvallis School

District #509j, all of which are located in the State of Oregon.

The pre-service training phase was conducted for the school-

building teams of guidance assistant, counselor, and administrator by

project staff from Oregon State University and from the Counselor

Assistant Project of the University of Rochester (New York). Project

authors believed that the team training or "tandem" approach was most

likely to achieve a high degree of mutuality of purpose and consistency

in attitude toward task appropriateness on the part of the participants.

The literature revealed that guidance assistants and professional

counselors with whom they were to work had been trained in several

similar projects. None of these, however, had included the school

administrator whose support of both the purpose and procedures is

viewed as essential by project authors.

In the project under investigation the teams' administrators

worked with their respective team members (guidance assistant and

counselor) during the first two weeks of the pre-service training to

prepare a plan for the in-service year's activities. Because the ad-

ministrator was not only familiar with the project but actually in-

volved in the plan for its implementation in his particular school,

project authors believed the administrator could be committed to its

successful operation to a greater extent than would have been the case

had the project been "superimposed" upon the school.

Involvement of the guidance services administrator, counselor,

and counselor assistant from an on-going Counselor Assistant Project

of University of Rochester provided opportunity for participants in

the pre-service training to exchange ideas, discuss attitudes and

understandings with practitioners in a project similar to their own.

For example, guidance assistants learned from the New York coun-

selor assistant that she had felt herself to be rejected by the first

counselor selected for participation in her school's project--all would

not be perfect! Through her description to the group of her actual

experiences, the participants could plan more wisely for their in-

service year. Contacts in the daily work sessions provided opportun-

ity for participants to recognize the very limited role developed for

the New York counselor assistant, one largely filled with tasks seen

to be routine, monitorial, or clerical.

Training in the philosophy and techniques of supervision was

provided for counselors by the project staff. Traditional counselor

preparation is devoid of such training and the need presented itself

clearly. In this training too, the counselor and guidance services ad-

ministrator from the New York Counselor Assistant Project provided

valuable assistance and insight as they related their experiences under

field conditions.

Cognitive factors were emphasized while guidance assistants

trained without their team members. This time period gave guidance

assistants the opportunity to begin familiarizing themselves with the

"hardware" of a guidance program.

Counselors returned in the concluding sessions of the pre-

service training and each school-building team of guidance assistant

and counselor presented a plan of operations for the school year. The essential components of the plan consisted of a calendar of proposed activities which embodied specific tasks for both guidance assistant and counselor. This procedure was designed not only for the more obvious purpose of establishing a "mode" of operation, but more especially for distinguishing non-professionally demanding tasks which the guidance assistant was to assume. The project proposal purposely did not provide a "finished" job description for the new workers. It purposely left this task to the school-building teams. With the encouragement, guidance, and supervision of the University's project staff, school-building teams developed job descriptions in terms of task delineation which essentially became role definitions and/or job descriptions.

Purposes of the Study

The primary purposes of this study are as follows:

1. To identify the roles of guidance assistants, counselors and administrators in their relationships with one another in a team setting;

2. To identify those functions, duties, or tasks which the guidance assistants and those which the counselors can best perform in the school setting, as perceived by the subjects;

3. To identify components of the training and/or preparation

guidance assistants seem to require to perform those func-

tions, as seen by the participants; and

4. To evaluate the effectiveness of guidance assistants function-

ing in school guidance programs, as perceived by members

of the respective school-building teams.

Limitations of the Study

The study is limited to an evaluation of guidance assistants in

programs in nine Oregon schools participating in the previously de-

scribed project, during the period July, 1969, through June, 1970.

Definition of Terms

The following definitions are presented for clarification, parti-

cularly as the reader approaches the review of related literature in

the subsequent chapter.

Guidance Assistant: Guidance assistant is a term used synon-

omously with counselor aide, guidance aide, counselor assistant,

guidance paraprofessional, or other like terms to define an individual

who works with and/or is directly supervised by a professional school

counselor.

Paraprofessional: Paraprofessional is a term used synonomous-

ly with sub-professional, support personnel, auxiliary personnel, to

define those groups of individuals whose training and/or preparation

for their role is less than that demanded of professional workers in the same field of work. Paraprofessionals' training is usually of limited duration and scope.

Guidance assistants are among the larger group of workers known as paraprofessionals.

CHAPTER II

REVIEW OF RELATED LITERATURE

The employment of paraprofessional workers in the variety of
social agencies, including the public schools, has increased sharply
during the last decade. The literature reveals a vast array of re-
search and commentary upon the functioning of these workers in their
various settings. However, those investigations pertaining specifically
to the study of the guidance assistant in the public schools are very few
in number. Where practical, studies involving guidance assistants
will be separated from those involving paraprofessionals generally.

Paraprofessionals in the Schools: A Recent History

Only a limited number of paraprofessional programs in educa-
tion were begun prior to 1960. Of the programs reviewed by the
National Education Association in 1966, 36.4% were established be-
tween 1960 and 1965, and 40% were established in the 1965-1966 school
year alone. No current tabulation of the total number of guidance
assistants or of school systems with programs utilizing the services
of guidance assistants is available.

Federal legislation providing funding was apparently responsible
for much of this early increase in the implementation of paraprofes-
sional programs. One-fourth of the 217 school districts surveyed by

the National Education Association (1966) depended upon monies from

the Elementary and Secondary Education Act for complete financing

of their programs. However, another one-fourth reported that they

depended entirely upon their own school district monies for the para-

professional programs; the remainder depended upon a combination of

these two methods of financing.

An indication of the current incidence of utilization of para-

professionals in the schools is reported by the National Education

Association's Task Force on Paraprofessionals (1970, p. 6). For

the 1968-1969 school year, they find 40,295 paraprofessional workers

in 799 school systems with enrollments of 6,000 or more, compared

with 29,939 in 743 such systems the previous school year.

The Task Force report notes that a current estimate is that

more than 200,000 paraprofessionals are working directly with class-

room teachers or other personnel in the schools. The National Con-

gress of Parents and Teachers, the report indicates further, esti-

mates that schools will be using more than a million paraprofessionals

by 1976. The Task Force believes that,

> With the increase in numbers of paraprofessionals have
> come (a) sounder educational basis for their utilization,
> (b) greater acceptance of paraprofessionals by the profes-
> sional educators, and (c) more concerted effort to develop
> the role of the paraprofessional to its full potential.

A poll of teachers' opinions conducted by the Commission on

Teacher Education and Professional Standards (National Education

Association, 1967a) revealed that while one in five school teachers

used paraprofessionals, nine of ten believed these workers' service

to be helpful and more than half believed it to be of great assistance.

The results further indicated the paraprofessionals to be happy in

their role and to find their assignments interesting and rewarding.

Why Employ Paraprofessionals? Are They Needed?

General Paraprofessionals

Bowman and Klopf (1968) point out that today educators are

seeing a clarification of the rationale for the utilization of paraprofes-

sionals, not only as a temporary expedient to personnel shortages, but

in terms of the long-range goals of the educational enterprise. Educa-

tion which is relevant for each individual child has sometimes been

viewed as ideal but impractical. Such education seems to others as

one of the attainable goals to be achieved through the improved utiliza-

tion of all school personnel--professional and paraprofessional.

> Only as teachers and administrators see at first hand that
> contributions can be made by subprofessionals, only as pro-
> fessionals are freed to be more professional, only as they
> witness the reliability of aides, will headway be made in
> destroying the myth that subprofessionals usurp teachers'
> prerogatives and that all student-related functions require
> professional training (Rioch, 1966, p. 6).

As Rioch indicates, one measure of the effectiveness of para-

professionals is the degree to which they free professionals to be more

professional. One of the earliest, most comprehensive studies of the

effectiveness of paraprofessionals in the schools was conducted in the

Bay City, Michigan Public Schools (Central Michigan College, 1955)

to investigate whether, if aides are assigned non-professionally de-

manding tasks, teachers would spend more time on that which is iden-

tified to be professionally demanding. A full year was devoted to a

job analysis and time utilization study of teachers working with para-

professionals and teachers working without them. Findings indicated

that teachers who had the assistance of a paraprofessional spent, on

the average, 23 percent more time on activities closely related to

instruction than did teachers who did not utilize such services. By

comparison, the former groups spent, on the average, 48 percent less

time on activities not closely related to instruction than did the latter.

Paraprofessionals did appear to be effective in freeing teachers to

function in professionally demanding roles.

Oregon's Teacher Standards and Practices Commission (1969)

conducted a sample survey of Oregon certificated teachers' opinions

regarding issues affecting the schools. Of the 53 items in the ques-

tionnaire, two dealt directly with paraprofessionals. To a question

which asked, "What percentage of your school time is needed for non-

instructional activities," 87% said that up to 25% of their time was

needed for non-instructional activities. A second question which

asked, "Would you like to see greater use of teacher aides in your

district for non-classroom duties," received an 89% "yes" response.

It seems clear that Oregon teachers spend a substantial amount of time on non-instructional duties and desire assistance--presumably to allow them to perform teaching duties.

A report of the Teacher Education and Professional Standards Commission (National Education Association, 1967a, p. 12, 17) points out that "The question is not: Are professionals going to have aides? It is: How can aides be selected, trained, and used effectively?" They ask what professionals can do to get ready for paraprofessionals in the schools and answer their own query by stating that an assess- ment of the various tasks performed by professionals must be made. A study must be made of professional and non-professional skills, the Commission indicates, and then a readiness must be developed among professionals to accept help in performing "lower level duties."

Guidance Assistants

While the use of general paraprofessionals in the schools is an event of the last decade, introduction of guidance assistants into school guidance programs is of even more recent origin. A search of the literature reveals little or no use of guidance assistants prior to the passage of the Elementary and Secondary Education Act by the 89th Congress.

In a recent study sponsored by the Oregon School Study Council

of the utilization of 176 paraprofessionals in selected Oregon school

districts, Stewart (1970) found nine only who were titled "guidance

assistants." He indicates that of the nine, seven were performing

tasks so consistently clerical-stenographic that their title was a mis-

nomer. Typically, they were guidance center secretaries bearing the

label of guidance assistants. The two guidance assistants whose func-

tions Stewart found to be closely related to the emerging role for such

workers were trainees in the project directed by Zeran (1969) upon

which this study is based.

Wright (1968) believes that guidance programs could be made a

much more valuable service if an assistant were paired with each

counselor. These pairs can design and support, she believes, not

only mental health programs for students, but be of greater help to

parents than can counselors working alone.

Guidance personnel of the Oregon Board of Education (1969)

conducted a study relating to the needs of Oregon guidance programs

as perceived by secondary school counselors and principals in school

districts of varying size throughout the state.[1] Among the areas of

need surveyed was the perceived need for guidance assistants. Find-

ings indicated that in 58% of the smaller schools (up to 400 students),

---

[1]Since counselors' and principals' responses were so consistent
in this particular aspect of the survey, the data are combined for the
two groups.

both counselors and principals felt a critical need for "assistance in such duties as record-keeping, correspondence, and attendance." Sixty-nine percent of the counselors and principals felt that greater emphasis needs to be placed upon delegating to guidance assistants such duties as "home visits, follow-up studies, and supervising guidance centers." In medium-size schools (401-1200 students), which tend to employ more clerical personnel, 34% felt a need for greater emphasis upon assistance for clerically-related tasks. This finding was consistent in the larger schools (1201+ students), where 40% expressed the need for more help. However, in the area more consistent with the goals of a guidance assistant programs, i.e., the guidance-related rather than strictly clerical tasks, both medium-size (86%) and large (80%) indicate need for greater emphasis.

One of the few comprehensive projects designed to assess the effectiveness of guidance assistants in the schools was conducted over a three-year period by investigators at the University of Rochester (Salim and Vogan, 1968; McCrory, 1969), and involved one guidance assistant placed in each of three suburban Rochester school districts.

McCrory (1969, p. 16, 33) reports guidance assistants' time, as summarized from daily logs, to have been distributed as follows: testing, 35%; miscellaneous and clerical work, 30%; group work, 20%; and vocational information services, 15%. All tasks cited were those which the counselors would have been expected to perform had

the guidance assistants not been available and prepared to assume

them. Strowig (1968, p. 5, 6) calls the non-professionally demanding

tasks counselors are required to perform, " 'distractors' when done

by the counselor himself."

McCrory believes that without comprehensive "counselor 're-

education' for a different role," an aspect which was dealt with in

terms of the structure of the Rochester study, the counselors' be-

haviors will not change significantly. She found that rather than a

role change on the part of the counselors involved in the project, they

seemed to "do more of the same tasks, but to a greater extent and

perhaps more effectively."

Time utilization studies of school counselors indicate consistent

findings that approximately one-third of the tasks that normally com-

prise the school counselor's day are non-professionally demanding

(Baynham and Trump, 1961, p. 8; Erickson and Anderson, 1970;

Massachusetts School Counselors' Association, 1969). Further,

Giles' (1970) data not only corroborates the 33% figure, but also indi-

cates that the tasks that fill this time are more suitably performed by

guidance assistants.

During the 1968-1969 school year, Hirschhorn (1969) directed an

NDEA Title-V-sponsored study in the Oceanside, New York schools to

assess the effectiveness of guidance assistants in relieving counselors

of non-professionally demanding tasks. While the implications of the

study are limited because only one guidance assistant was employed at any one time, Hirschhorn's data clearly show the experimental counselor working with the guidance assistant to spend a significantly greater portion of her time in conferencing with students, teachers, and parents than did the control counselor, working under "normal conditions" without the guidance assistant.

Similar findings are reported by investigators in the Hattiesburg, Mississippi schools (ACES Corner, 1969) who conducted a program comparable to Hirschhorn's to determine the effectiveness of six guidance assistants who were assigned to work with classroom teachers. Their findings are as follows: (1) counselors reported significantly greater time for counseling contact with students; (2) guidance assistants provided a means for keeping records current and accurate; (3) by freeing the counselor of many routine tasks, guidance assistants were able to contribute to the increased breadth of the district's guidance program; and (4) all of the guidance assistants expressed a desire to learn more about guidance and counseling.

A search of the literature found no instances where guidance assistants did not enhance the guidance program. In each of the above works cited, guidance assistants were found to be effective by providing opportunity for professional guidance personnel to perform more professional functions. They did this by assuming the more routine, non-professionally demanding tasks that counselors had previously

performed. While there seems to be general agreement that guidance
assistants do effectively strengthen the guidance program, the ques-
tion of the specific role, selection, and training of these personnel is
not so easily answered.

Role, Selection and Training of Guidance Assistants

A review of the literature in counselor education reveals a diver-
sity of opinion regarding the appropriate training and role of the guid-
ance assistant. The apparent confusion results, not from argument
surrounding the need for support personnel, bur rather with respect
to the function, role definition, and role limitations placed upon the
individual within the context of the paraprofessional position. Inter-
twined with that are the questions of who should be selected and how
they should be trained.

The American Personnel and Guidance Association (Kennedy and
Strowig, 1967) has proposed several guidelines applicable to the pre-
paration of guidance assistants, and these, in turn, are reflective of
that association's stand up to this time regarding the utilization (role)
of guidance assistants. The American Personnel and Guidance Associ-
ation suggests that training should be specific and concrete, of limited
duration and aimed at supporting, and not usurping, the responsibili-
ties of the counselor. For example, the American Personnel and
Guidance Association suggests that guidance assistants might operate

under the aegis of both direct and indirect helping relationships.

Direct helping relationships are illustrated by individual interviewing

of a predominantly factual nature, presentation of information to the

counselor and follow-up of clients, and the establishment of initial

client rapport with the counseling program. Further, The American

Personnel and Guidance Association views tasks such as structured

discussion group leadership, observation and initial rapport-building

with a group to be possible and appropriate activities. Indirect help-

ing relationships involve such tasks as data collection and analysis,

clerically-related duties, and preparation of information materials,

all of which the American Personnel and Guidance Association views

as activities which might be adequately performed by guidance assis-

tants.

The majority of authors who have found occasion to comment

upon the training of guidance assistants or other paraprofessionals

have tended to recapitulate the American Personnel and Guidance

Association's guidelines, particularly with reference to the clarifica-

tion of appropriate role definitions for these workers and the mainten-

ance of counselor responsibility and supervision. There are, however,

those who feel quite differently than the American Personnel and

Guidance Association and speak energetically to their point of view.

Guidance Assistant Role

Historical references to guidance assistants and other para-
professionals typically provide lists which depict the suggested duties

of these workers to be primarily limited to clerical and housekeeping

functions--all routine, non-instructiona, non-counseling tasks

(Collins and Wade, 1967; Harrison, 1967; Perkins, 1966). There is

an observable shift away from this earlier, more limited conception

of the potential for these new workers, to include tutoring and moni-

torial duties (State Board of Education, 1967), supervisory duties

(Stewart, 1970), and counseling (Leland, 1969). In his study of the

paraprofessional situation in Oregon, Rochon (1969, p. 26-27) notes

a parallel in the State to the nationally-emerging design for the utiliza-

tion of paraprofessionals and a "gradual trend from involving aides

with things and media-oriented tasks to the involvement of aides in in-

structional tasks." The National Education Association's Commission

on Teacher Education and Professional Standards (Noar, 1967) recom-

mends that teachers themselves should establish guidelines for para-

professionals at the building level, in terms of paraprofessionals'

duties and responsibilities, but that they should be open to change until

more data are gathered on the use of these workers.

As noted previously, Giles (1970) conducted a survey of the atti-

tudes of counselor-educators and counselor-trainees regarding the

amount of training needed to perform tasks frequently classed as pupil personnel services. Each respondent rated each specific pupil personnel task on a scale of one to five, with tasks identified as levels one or two not demanding of professional standing. Level three and four tasks are typically suitable of being performed by professionals holding counselor certification from provisional to standard. Level five tasks require advanced training and experience. Giles' findings, averaging the responses of both counselor educators and counselor-trainees, are as follows: task level one, 19%; level two, 10.5%; level three, 13.5%; level four, 23.5%; and level five, 33.5%.

When the tasks levels are divided into two paraprofessional levels and one professional level, the tasks fall almost into thirds: levels one and two, 29.5%; levels three and four, 37%; and level five, 33.5%. As Giles indicates, while any number of combinations of training levels could be devised, his findings derived from the attitude measure led him to divide the items into three job description groups as follows: non-degree paraprofessionals, degree para-professionals, and professionals.

Giles major conclusion from the study is that since approximately one-third of the pupil personnel tasks were rated as appropriately performed by guidance assistants of non-degree status, these workers could become a part of a pupil personnel program and serve quite effectively.

Truax and Lister (1970) report positive results from a program of rehabilitation counseling utilizing counselor aides--results which indicate greatest client improvement in cases which aides handled alone. The research design was carried out over 14 months in the counseling services of a large, residential rehabilitation center. All 168 clients were assigned randomly for counseling and case management to one of three experimental conditions: (1) counselor working alone in the traditional manner; (2) counselor assisted by a counselor aide whose time was utilized under maximum supervision; and (3) a counselor aide alone, who, under daily supervision, functioned in the complete role of counselor. Of all the measures employed by the researchers to assess counseling effectiveness, the best results were obtained by the aide working alone under the daily supervision of professional counselors. The professional counselors working alone had the second best results, and the counselor and aide working together had the least beneficial result.

It is Truax' and Lister's contention that the method of limited utilization of paraprofessionals currently recommended by the American Personnel and Guidance Association is unsupported by the data in their study. They state, "The poorest results in terms of client outcomes were obtained when professional counselors employed aides in non-counseling activities." They point out further that the study's findings serve to substantiate "a growing body of research which

indicates that the effectiveness of counseling and psychotherapy, as measured by constructive change in client functioning, is largely independent of the counselor's level of training and theoretical orientation" (Truax and Lister, 1970, p. 334).

Truax and Lister believe that much of the controversy surrounding the utilization of aides indicates that professionals feel a sizeable amount of role conflict and role reversal may occur, with aides attempting to usurp many of the prerogatives of the professional counselor.

McArthur (1970, p. 335) sternly attacks Truax' and Lister's findings and conclusions, charging that they employed inadequate research procedures and operated in a setting where the total number of clients was so excessive that, as he states, "quick and practical steps that have nothing to do with counseling are all that anyone had time to take..." He also cites the Hawthorne effect as most probably operating in such a setting and with counselor aides for whom the role was absolutely new. Perhaps, he states, after a year the effect will wear off, and the effectiveness as well.

Rioch (1966) stands squarely within the group of those who advocate "the practice of crafts" delegated to paraprofessionals while encouraging the professionals to identify themselves with advancement of knowledge. In reviewing a major study by Poser which assess the comparative effectiveness of trained and un-trained therapists, a study

not unlike that conducted by Truax and Lister, Rioch states,

> It was easy to find distinguished psychiatrists and psychologists who said they had no doubt that our mature women trained in two years, part-time, would do as well as the regular professionals functioning as therapist for neurotics. This was stated before we had any demonstrable results. I do not mean to say that there was no opposition to this program and no skepticism about it. Of course, both were and are present. I do mean to say that there is a fairly large group of mental health professionals who believe that long years of academic and professional training are not essential for much of the actual, practical work which needs to be done in this field (Rioch, 1966, p. 290-291).

Rioch contends that we do need to differentiate a great deal more about the questions we are asking; this comment may well be applicable to research such as that reported by Truax and Lister as well as Poser. She believes that questions concerning what factors produce what kinds of changes typically are left unanswered.

> If the study were carried out on a larger scale, over a longer period of time, some of the larger questions might be approached. It is clear that what works in a small way in a first experiment will not necessarily continue to work if the method becomes general. If, indeed, that is true, this may be all the more reason to use the methods while they are new. Effectiveness of untrained therapists working over time may very well taper off. This does not mean that we should not use personnel of this kind. In fact, it would be both interesting and important to find out when they do reach their peak of usefulness and if and when they do taper off. It is clear that the helpers themselves are sure to profit from their experience (Rioch, 1966, p. 290-291).

Earlier research findings indicate that if the attitude changes initiated during training of paraprofessionals are relevant to experience on-the-job, some persistence in these attitude changes may be

expected. Conversely, an unaccepting environment can negatively affect trainee attitude (Munger, Myers, and Brown, 1963).

Leland and others (1969, p. 27) developed a training program for guidance assistants that embodied a microcounseling paradigm which will be discussed later. Leland's findings substantiate effectiveness of this training technique as well as the paraprofessionals' ability to function in a counseling role: "The results indicate that paraprofessionals can be trained in counseling skills, previously reserved for individuals enrolled in extensive graduate training programs."

Commenting on the lauding of the work of untrained therapists by Rioch as she reviewed the Poser study, Rosenbaum (1966, p. 292-294) responds, "What drew the 'untrained therapists', all female? How many applications were there for the jobs? What were the interests of these people; what was their perception of a rehabilitation center? What fantasies, if any, did they hold regarding the setting? What was their motivation?"

Rosenbaum contends that "help" is an ambiguous term, which represents everything from compassion to personality change. He states that "It is rather tangential as to whether untrained therapists do or do not 'help' schizophrenics." A major definition of "help" is "aid and support," and he distinguishes this from "change" which he defines as "becoming something different." He continues,

Therapists who are interested in deepseated change will use support as only one of many techniques. Perhaps certain individuals may be 'helped' by being offered the opportunity to meet with enthusiastic and compassionate people. Perhaps psychotherapists should be used with those who are interested in change (Rosenbaum, 1966, p. 292-294).

The foregoing selections from the literature illustrate the controversy existing among authorities in the field of guidance and counseling relative to guidance assistants' appropriate role. As in the above case, a similar controversy exists among professionals regarding the necessary background and education of those selected for guidance assistants.

Guidance Assistant Selection

It has been suggested that lower class clients are not amenable to counseling by therapists who, by the usual criteria of education and vocation, are members of higher socio-economic classes. The assumption is that the social class differences present a communications barrier, restricting an effective interpersonal relationship.

Arguing for the desirability of involving in a helping relationship persons more closely related in social class than the typical professionally-trained therapist is to his client, Carkhuff and Pierce (1967) report findings of a study which demonstrates that both race and social class of client and counselor appear to be significant sources of effect upon the depth of clients' self-exploration. As depth

of self-exploration during early interviews has been higly correlated

with outcome indexes of constructive client change, the results have

implications for counseling and psychotherapy. The investigators go

on to note that if white, upper-class counselors and therapists have an

inhibiting effect upon the self-exploration of their lower-class Negro

clients, then the whole therapeutic process of rehabilitation and im-

provement for lower-class Negroes is limited.

Banks, Berenson, and Carkhuff (1967) substantiate Carkhuff's

and Pierce's findings, developing evidence that counselor experience,

as such, may be independent of counseling effectiveness with Negro

clients. In their study, race and type of orientation appear to be more

relevant variables than training and experience.

The New Careers Model. These findings are similar to those

emerging from a number of studies where indigenous personnel are

utilized in the school serving disadvantaged neighborhoods.

The literature indicates that many paraprofessional programs

are based upon the New Careers concept, the basic principles of which

are outlined by Pearl (1967; 1968, p. 7-8):

> (1) There must be enough work for all people seeking work;
> (2) there must be sufficient guarantee of job permanence so
> people can commit themselves to that activity without that
> gnawing anxiety that comes with transient employment; (3)
> the entering position must pay sufficiently well to enable
> people to move out of poverty, e.g., they must be able to
> exercise control over where they live, the education of their
> children, and factors of this kind; (4) there must be oppor-
> tunity for horizontal mobility, i.e., increments for years

of worthy service, and opportunities for limited promotion
without a marked commitment to advanced education; (5)
there must be opportunities for vertical mobility which
would require a flexibility in the training and educational
establishment to allow the person to go as far as his
talents and his motivation can carry him; and (6) there
must be transfer and cross-over which allow the person
the flexibility to move in related occupations or to other
geographical regions.

New Career programs have developed rapidly across the country
as funds have been made available to local communities through pro-
visions of the Economic Opportunity Act. One of the most compre-
hensive studies of the requirements of a viable New Careers program
in education was conducted by the Bank Street College of Education
(Bowman and Klopf, 1968) in New York between 1966 and 1968. In this
study, empirical analysis was based upon observing, analyzing, and
coordinating a nation-wide network of 15 demonstration programs.
The report of this study summarizes the findings and makes recom-
mendations as to the necessary steps to be taken for successful utili-
zation of paraprofessionals in given school situations.

Bowman and Klopf discuss this aspect of the emerging para-
professional movement (1968, p. 9-10):

> The paraprofessional who has lived in disadvantaged en-
> vironments often speaks to the disadvantaged child or youth in
> a way that is neither strange nor threatening. He may help the
> new child adjust to the unfamiliar world of the school without
> undue defensiveness and will fill the gaps, if any, in his
> preparation for learning. The paraprofessional may build
> upon the strengths of the pupil, which may have more rele-
> vance to the new situation than the child, himself, may rea-
> lize. This central bridge is an asset even if there were no
> need to provide jobs for the poor.

Moreover, the low-income auxiliary, having overcome
some of the difficulties and frustrations the child now faces,
may motivate the child to further effort. His very presence
in a role of some status in the school says to the child, 'It
can be done; it is worth trying to do; you, too, can succeed
here.'

In summary, new dimensions in education call for the
utilization of school personnel of various socio-economic
backgrounds and at various levels of training working together
as teams to meet needs in changing communities. Since
economic, social, and educational problems often have some
common causes, a single solution may have multiple values.
It may well result in positive pupil outcomes and in socially
useful outcomes as well. The utilization of low-income
auxiliaries in disadvantaged areas appears to be a case in
point. Its possibilities are many. Its real significance is
only beginning to be explored.

The Community Action Program of the Office of Economic

Opportunity (The Non-Professional in the Education System, 1966) and

others in the New Careers movement (Pearl, 1967, 1968; Rademaker,

1969) express the desire to see aides selected who are preferably

members of the low-income community, and who have not necessarily

attained any designated level of academic training. Their selection,

these writers suggest, would be based primarily on their eagerness

and sympathetic attitudes toward the school program, ability to work

with children, and a potential to work cooperatively under the super-

vision of the professional.

Strowig (1969), despite his chairing the American Personnel and

Guidance Association committee which developed the restrictive policy

statement on paraprofessional role, supports the New Careers concept.

He notes that he and his co-workers embodied the concept in their

Madison, Wisconsin project.

> It seems to me that the aide functions as a liason between the pupils, their neighborhoods, and the schools. The kids identify easily with the aides because their backgrounds are similar. The aides bridge the gap between the professional counselors, the school, the home, and the pupils. So far we are only attempting to evaluate their efficiency by soliciting reports of experiences or evaluative opinions of these experiences from pupils, parents, school staffs, and our own students. So far the programs look very promising if we can only find money to continue beyond this year... (Strowig, 1969).

A National Educational Association report on paraprofessionals

(1967) recognizes the need for members of all socio-economic classes

to be allowed access to the paraprofessional training programs. Fur-

ther, it notes that the new dimensions of instruction-related activities

toward which current paraprofessional training programs are moving,

> ...does not change the professional responsibility for diagnosing, prescribing, evaluating; in fact, it enhances the responsibility. The additional support to the teachers should, in effect, make it possible for the teachers to place more emphasis on creativity, self-direction, motivation, individualized instruction, and innovation in education (National Education Association, 1967, p. 10-11).

Personal Characteristics of Guidance Assistants

In seeking trainees for a lay counseling training program,

Harvey (1964, p. 349-350) reports that an Australian marital coun-

seling service evaluates such personal qualities as "sincere regard

for others, tolerance and ability to accept people with values differing

from one's own, a healthy regard for the self, a warmth and

sensitivity in dealing with others, and a capacity for empathy."
These personal characteristics are quite consistent with the literature
which suggests that the effective ingredients in interpersonal relation-
ships are uniquely human qualities such as empathy, non-possessive
warmth, and genuineness.

The trainees are seen to be "technologists, not scientists,"
motivated by a desire to be of service to others, a need to find con-
structive spare time activity, and a need to widen their range of per-
sonal relationships. Harvey finds trainee candidates appearing to
emerge from two groups of people: capable housewives whose respon-
sibilities to their home and family have lessened, and the economically
deprived, who, with their lack of education, have been typically under-
employed.

Personality characteristics and intellectual qualities of thera-
pists as related to therapeutic competence were examined by Bergin
and Solomon (1963, p. 393). Their findings indicate further validation
of the empathy scale and evidence of the importance of experiential
factors in developing competence to effect client change. They note,
"The lack of correlation between empathy and Graduate Record
Examination scores or grade-point-averages suggests the irrelevance
of intelligence or formal training beyond a certain level for empathic
understanding."

Collins and Wade (1967, p. 21) report that paraprofessional

candidates come in all ages and backgrounds, but regardless of their age or background "they have one thing in common...a desire to work with children and youth." While this statement characterizes the requirements of the majority of training programs, it is not a universal criterion.

Among the relatively few programs designed specifically to prepare guidance assistants, the Deerfield Project (Cavins, 1969, p. 8) is unique in selecting for training only those candidates already possessing a baccalaureate degree and "who have been successful parents." Cavins writes, "Those selected for training had baccalaureate degrees, were eligible for provisional teacher certification, and took three basic courses in guidance in conjunction with the first year program."

Guidance Assistant Training

The literature indicates that guidance assistants can be trained to help and to effect positive change in clients. Training models vary widely. Some emphasize the cognitive area, such as preparation for providing information services. Others emphasize the affective, including a limited counseling role for guidance assistants.

A major hindrance to the determination of most feasible training models is expressed by Martin and Carkhuff (1968). They find that the levels of interpersonal functioning at which trainers and teachers

are operating, and the effectiveness with which they implement a given set of procedures or techniques are necessary controls which are not present in research of this type. In other words, they believe that the most significant variable, level of trainer functioning, is not controllable. Earlier research findings of Pierce, Carkhuff, and Berenson (1967) substantiate this point.

Training programs in which both didactic and experiential methods are employed demonstrate higher trainee levels of interpersonal functioning. This results in greater client benefits (Martin and Carkhuff, 1968; Truax and Lister, 1970).

Rademaker (1969) believes that paraprofessionals, as any other trainees, need information and education in two broad areas: the cognitive domain which includes the mastery of intellectual skills and abilities and the acquisition of knowledge; and the affective domain, encompassing such aspects of the human experience as motivation, feelings, attitudes, the nature of a person's self-concept and the quality of his relationships with others. In the process of a paraprofessional's education, it is necessary, she proposes, to consider both aspects since they are inextricably interwoven in the act of learning. Her findings relating to the training programs for paraprofessionals revealed a dichotomy of emphasis, with the cognitive approach the one that seemed the most often neglected.

In the evaluative summaries prepared for the Bank Street study,

Bowman and Klopf (1967, p. 37) list comments from participants regarding preparation of trainees as follows:

from trainee: "We need more English. We need to say things right if we're going to work in the classroom."

from staff: "Finally, perhaps, in the future, it would be wiser to start by recognizing that the academic needs are predominant since the trainees are students."

In the development of her training model for the preparation of paraprofessionals, Rademaker summarizes as follows:

> The success of our training program ultimately depends upon the realization of the potential for the meshing of individual efforts in a group enterprise, so that the participants will eventually share the common background of knowledge, competencies, values, and language which comprise the professional culture within which they work. At the same time their education must not be so narrowly conceived that it is confined to a socialization process, with the result that individuals accept uncritically the judgments of those with whom they are associated (1969, p. 86).

Since a most important ingredient in the success or failure of a program to utilize paraprofessionals is the way professionals feel about these workers, a number of investigators believe that is is most important for those professionals who will work with them to receive orientation to and training alongside or in concert with the new workers (Hornburger, 1968; Wright, 1969; Zeran, 1969). Bowman and Klopf have perhaps stated the case for adequate preparation more forcefully than any:

> The employment of teacher aides, teacher assistants, guidance aides, health aides, family workers, and other auxiliary personnel in schools increased sharply during

the mid-sixties. Often, however, the circumstances under
which funds could be secured as well as the urgency of the
need, required a crash program. The essential component
of preparation was therefore lacking--preparation not only
of the non-professionals themselves but even more import-
antly, of the teachers and other professionals with whom they
would be working (1967, p. 3).

On the other hand, there are a significant number of others who,

while they acknowledge the necessity for facets of the training of para-

professionals to be conducted on-the-job (on-site), advocate the

development of training programs in the community colleges (Archer,

1966; Clarke, 1966; Collins and Wade, 1967; The Non-Professional

in the Educational System, 1966; Rochon, 1970). Such programs

could conceivably be considered pre-employment training with only

the "successful" trainees eventually being employed. Wright (1969)

points out the efficiency of such an approach, but she also indicates

that the alternative, training on-the-job, has the advantage of im-

mediate attention to some of the concerns arising from the reality

experiences of being on the job. Ideally, these writers generally con-

clude, various training combinations which include community college

preparation, general workshops for both professionals and parapro-

fessionals together, on-the-job training, and continuing in-service

seminars are needed if real success, mutual satisfaction and under-

standing of all groups of workers is to be achieved.

Cavins (1969) reports on the development of a systematic method

of instruction which has resulted in a useful framework for guidance

assistant training wherein the work of the guidance assistant is related to whatever information is vital to the actual performance of a specified task. The process used in the project has been that of (1) analyzing the duties of the counselor; (2) determining the tasks suitable for guidance assistants which are not dependent upon graduate education or certification; (3) deciding upon what information is directly applicable and necessary for the performance of those tasks; (4) presenting this information in a systematic way; (5) creating simulated experiences to assess readiness for performance; and (6) providing opportunities for the immediate use of the learned skills.

A study was conducted by Haase and DiMattia (1969, p. 9) of the application of the microcounseling paradigm to the short-term training of guidance assistants in the behavioral skills of expression of feeling, reflection of feeling, and attending behavior. In the pre-to-post training differences of the 12-hour training period, the investigators conclude that significantly increased abilities to engage in the behavioral skills were achieved. They believe that the technique may lend itself particularly well to training settings.

> First, the availability of immediate visual, as well as verbal, feedback is an important adjunct to the learning process. In addition, it seems to provide a setting which maintains a consistently high level of interest among trainees. The rationale underlying microcounseling training in specific, concrete and digestible skills over short periods of time, is entirely consistent with the guidelines set forth by APGA for the training of paraprofessionals.

Such a combination would suggest that microcounseling methodologies

might be employed with increasing success in the training of guidance

assistants.

The literature indicates diversity of opinion regarding appropri-

ate roles for guidance assistants, with implication for equally diver-

gent opinion regarding appropriate role for counselors. For these

reasons, beliefs about most effective training programs differ. There

is no consistency of opinion about the kinds of people--in terms of their

background or experience--who ought to be selected for training. With

such diversity of opinion, it is understandable that professionals ex-

press concerns or even anxieties about the introduction of guidance

assistants.

Challenges to Professionals' Role

Role Usurpation by Guidance Assistants

Innovative programs such as the training and utilization of

guidance assistants are effective in schools where there exists a

commitment from the staff to make them work, "...the variable

always being the counselor, the administrative leadership, and the

collective commitment on the part of the staff..." (Rochon, 1970, p.

2). However, such innovations are not without their problems.

In his recent book, What's Happened to Teacher?, decrying

what he believes to be the deteriorating state of public education in

this country as well as the unfortunately intimidated state of "typical"

teachers, Brenton (1970, p. 23-24) writes as follows:

> Paraprofessionals, teacher aides under a new name--
> also require the classroom teacher to learn new modes of
> relating. Though teachers continually and justifiably com-
> plain about all the paper work and other sundry non-teaching
> duties that fall their way, when faced with the prospect of
> another person in their classroom, they aren't always over-
> eager. An NEA Research Department poll in 1960 asked a
> nationwide sample of teachers which they would rather have,
> a class of 25 to 30 students with the teacher doing the usual
> non-teaching duties, or a class of 40 to 50 with a full-time
> non-professional taking over those duties. Overwhelmingly,
> the teachers opted for the smaller class size without the aide.
> Seven years later an elementary school teacher in Manhattan
> related how she and 30 other teachers were given a lecture on
> paraprofessionals at a local university, at the end of which
> they were asked what their reaction would be if told a para-
> professional would be put in their rooms the following week.

> 'I was the only one who put up my hand and said I'd be
> delighted,' said the teacher. The others were scared stiff.
> They said it would be too much trouble to train somebody,
> but I think they were afraid somebody would be watching
> and maybe not approving, somebody might be interfering
> with their teaching or taking their stature away.

> Often, she said, paraprofessionals tend to do a good
> job with the difficult children in the room, the ones who are
> disruptive. If the paraprofessional is reliable, and the
> teacher doesn't order her about or under-utilize her, the
> relationship eventually works out well. Then the teacher's
> reaction is, 'How could I ever have done without her?'

> But if the paraprofessional is too good, she poses
> another threat. Teachers' organizations have been bearing
> down hard to control the classroom activities of aides and
> to keep them from assuming real teaching duties--possibly
> to prevent the appearance of tangible evidence that some
> kinds of teaching don't necessarily require a college degree
> or teaching license.

There is a professional debate between those who believe guidance assistants to be a threat to a counselors' role, either actual or potential, and those who view these workers to be the way of the future. As noted earlier in this chapter, the American Personnel and Guidance Association in November, 1966, adopted a statement of policy (Kennedy and Strowig, 1967) regarding guidance assistants in which positive recognition was given to the desirability of preparing these workers to assist counselors. At the same time, however, the members of the Professional Preparation and Standards Committee of the American Personnel and Guidance Association which developed the statement, took a decidedly cautious stand against the utilization of guidance assistants in a way which might tend to impinge upon the image of the counselor, i.e., guidance assistants were not to engage in counseling.

Krantz (1964), Odgers (1964, p. 18), and Patterson (1964, p. 144) sternly accused the profession of succumbing to "pressure and temptation" in attempting to meet the need for greatly increased numbers of professional counselors by "shortcuts", such as the reduction of the period of counselor preparation. Patterson states,

> The summer NDEA institutes are an example of the acquiescence of professional educators to such demands. The CAUSE program is another. Even the easy acceptance of academic year institutes is a compromise in the face of professional recognition that two years is the minimum time in which a person can be adequately prepared for counseling.

Odgers points out that the CAUSE[1] program was among others which

gave assurances that guidance assistants would not become counselors

without further graduate training. He contends that CAUSE "sold out"

by recognizing "practice as the prerequisite to full qualification as a

counselor. In so doing, it delivers the coup de grace to professional

counselor education standards. Even the institutions training counse-

lor aides had not anticipated the final blow."

Patterson cautioned that the counseling field would become

filled with inadequately prepared persons, perpetuating low standards.

The most desirable, though partial, solution to the dilemma of in-

adequate supply and increased demand consists, he believes in identi-

fying and defining functions which can be performed by individuals with

lesser skills and preparation than the fully-prepared individuals.

The American Personnel and Guidance Association Professional

Preparation and Standards Committee considered the initiation of pro-

grams to prepare paraprofessionals in guidance services as a solution

to the "lowered standards" dilemma posed by Patterson and others.

In relation to the American Personnel and Guidance Association Policy

Statement on "The Counselor: Professional Preparation and Role,"

the following relevant statements were made and are cited by Patter-

son:

---

[1]CAUSE was a program sponsored by the Bureau of Employment
Security of the U.S. Department of Labor, preparing guidance assis-
tants for work in Job Corps Centers.

The total complex of functions of a counselor consists
of the professional competencies which are in part built
upon certain basic technical skills. The amount of training
required for individuals to perform various technical skills
may vary considerably. Certain of the skills, such as inter-
viewing for data collection purposes only, may require a rela-
tively short period of training, while preparation for the pro-
fessional competency of test interpretation would obviously
require a much longer period of time. It is recognized that
there may be job situations requiring only certain technical
skills and it would be possible to train individuals for those
specific skills in limited periods of time. The amount of
training needed would have to be fully compatible with the
specific needs of the job situation. Furthermore, the expec-
tations of job performance of individuals receiving such train-
ing should be limited only to those specific skills for which
they are trained and for which competent supervision is pro-
vided. Extension of their functions should be limited to tasks
compatible with their own abilities and personal characteris-
tics and for which the additional training has been received.
Qualified individuals should be encouraged to undertake
planned graduate programs leading to the point of their
ultimately becoming professional counselors (1965, p. 146).

In responding to Patterson's criticism of the preparation of

guidance assistants for the CAUSE program, Gordon writes an im-

passioned defense of the efficacy of the CAUSE program and describes

the new workers' role:

Much of the task is taken up with reaching the disaffect-
ed, anomic, distrustful youth, in making it possible for these
youths to use the agency's professional resources, in 'stand-
ing by' the youth when he applies for a job, when the youth
tries to work for the first time, when he first begins to learn
the behaviors appropriate to the role of applicant and employee.
These are the things which can be done by subprofessionals
and in many situations only by subprofessionals, because of
conflicts between these activities and some elements in the
roles of professional counselors (1965, p. 136).

Gordon notes further that the newness of the paraprofessional

concept and its application, as well as the flexibility of approach re-
quired to implement programs involving such workers, prevents a
simple, direct, job description such as "works in an office, inter-
views applicants, administers tests."

Hansen (1965, p. 211-212) acknowledges the shortage of pro-
fessional counselors, "To relieve the pressure on the qualified it
seems reasonable to train and employ 'subprofessional' or technical
aides." He notes what he believes to be an important difference be-
tween previous development of paraprofessionals and the current
programs of guidance assistant training for work in guidance ser-
vices. Rather than developing slowly and from the impetus of local
organizations and professional bodies, guidance assistants are, he
believes, "federal innovations, an imaginative though hurried response
to perceived shortages in the client services essential to pursuits of
national potence and social equity."

The pressure to provide services at an increasing rate is being
faced by even the most traditional professions, e.g., law, medicine.
Counseling, Hansen emphasizes, has fewer resources to meet that
pressure:

> However much the profession has grown in the past half-
> century, its professional boundaries, its social goals, and
> the significance of its service are disputed even by counselors
> ...counselors are well aware of inadequacies in their pro-
> fession, and invest great energy in discussion of standards,
> methods, goals, and levels of counseling. It has been
> charged that such concerns are but thinly disguised status-

striving and likely there is truth in the distortion...Rejection of their claims and efforts on such grounds, however, could be costly, for professional status does not result merely in increased prestige and income for individual members. Far more importantly, it results in a strengthening of occupational resources, in greater ability to support the individual member in his professional activity, in increased social effectiveness (1965, p. 213, 214).

Restrictions on Professional Autonomy

Because unlike medicine and law, the work of the counselor is carried on within the organizational context, such as a school, development and support of professional resources is not solely a function of association effort. In referring to organizational need and individual and/or association expectancies, Hansen (1965, p. 214) writes, "Within the context of societal expectancies and values, the conflict and accomodation of these determine in greatest measure the limits of counseling effectiveness..." He contends that in great part the qualities and resources of counseling and its ability to meet the problems it faces--not only in the utilization of the guidance assistant, but in virtually every other phase of the profession--are a close function of the organizations in which counseling takes place.

Organizations tend to resist strivings for autonomy on the part of their members. Effective counseling, on the other hand, requires a marked degree of autonomy, governed by professional rather than organizational responsibilities. But through excessive work loads as well as through content, the counselor's autonomy is limited.

Hansen sees organizations, namely the public schools, gradually accomodating to professional demands for increased autonomy, but warns that this accomodation is tentative and could be easily reversed. Legislation as well as societal expectations for increased guidance services could reverse the trends toward autonomy as the organization meets the needs of increased numbers, with all their attendant clerical and non-professionally demanding requirements.

Wrenn (1965, p. 239) supports Hansen in his concern over the possible negative effect "not only on the autonomy of the professionally qualified counselor but eventually on the quality of the total service provided to the client." As a potential remedy, Wrenn suggests a ratio, limiting the number of paraprofessionals employed in an organization to some given ratio of the number of professionals able to supervise their performance and development.

One study which illustrates Hansen's theory was conducted by Hart and Prince in which they found the counselor autonomy clearly limited by the school administrator's (organization's) expectations and judgments:

> For example, the counselor is taught that his counseling should not be diluted by non-counseling activities such as clerical duties that consume significant amounts of time and distract from his professional image. Yet, responsibilities for many clerical duties like class changes, registration and occasional attendance checking are perceived as appropriate by principals. The principal sees the counselor assuming many varied roles, filling in as an all-around assistant, whether it be for clerical work, monitoring, teaching or counseling (1970, p. 375).

Questions have been raised regarding the usurpation of coun-

selor role and/or confusing that role in the minds of clients and the

consequent threat such a situation might pose for counselors. A

summary by personnel in a guidance assistance demonstration project

in Conyers, Georgia (Brown, 1970), which placed guidance assistants

in a team relationship with classroom teachers, concluded that teach-

ers were not professionally-threatened. They note that in many pro-

grams, the task of the guidance assistant has been restricted to

clerical or routine activities with the area of instruction considered

to be the exclusive domain of the professional:

> Though there is little question that manual and clerical
> assistance is a valuable supplement to educational services,
> such restrictions seem geared to preserving professional
> prestige. It is interesting that the teachers in our survey
> preferred to use the guidance assistant's time in academically-
> related activities, indicating that they had felt that guidance
> assistants could be useful in this area and that teachers,
> themselves, did not feel threatened by this.
>
> It is significant that in determining the content of an
> in-service program, the teachers ranked the understanding
> of a child's emotional needs and relationship skills above
> knowledge of instructional and academic skills. In doing
> so, it would appear that the joint supervision of this particu-
> lar academic program may have underlined the significance
> of meeting both a child's intellectual and emotional needs
> in the instructional program (Brown, 1970, p. 4).

Conclusions and Evaluation

Two major questions are raised in the utilization of guidance

assistants; they are related. The first deals with implications for

change in the traditional counselor education programs. How well

prepared are counselors to supervise and utilize guidance assistants?

Counselors may need training to develop supervisory skills which

could be a product of revised counselor preparation. Another impli-

cation for change in the professional's preparation emerges from re-

search findings of workers such as Carkhuff, Piaget, and Pierce

(1968) which suggests that traditional graduate training programs

actually reduce counselors' capacities to establish growth-producing

relationships with clients. Further, Carkhuff, Kratochvil, and Friel

(1968) indicate that the findings of NDEA guidance institutes corrobo-

rate the work of Carkhuff, Piaget, and Pierce. They find that short-

term lay training which focuses upon communication of a core of

facilitative conditions related to client improvement criteria is more

effective than the traditional graduate program.

The second major question deals with the career ladder poten-

tial of the guidance assistants. Will the career ladder, or lattice,

concept be institutionalized? Without further training the guidance

assistant has no way up the ladder. Advancement to positions of in-

creasing salary and status are typically of greater concern to pro-

fessionals than to others in the work force, including those who

might become guidance assistants. Increase in salary as a function

of increased competence in the particular job or role is a much more

typical kind of advancement in the non-professional world of work

(Gordon, 1965). Nevertheless, for the guidance assistant striving to climb the ladder who does not enter traditional training leading to professional certification, the future may well be frustrating. Hence, the problem of career development for guidance assistants is a real one.

As Gartner (1969, p. 34-35) indicates in his summary review of paraprofessionals' effectiveness in the wide variety of human services, including education, the problems of evaluation of comprehensive human services programs are gaining increased recognition. He notes that investigators are increasingly recognizing the limitations of cost-benefit analysis and experimental models in effectiveness evaluations.

> ...cost-benefit analysis works best when the class of options is exhaustive, the problems of interpersonal comparison of utility are not significantly different, and the problems of comparability are maximal. On the other hand, experimental models work best when there is maximum control over randomization, the input is authentic, real and of sufficient magnitude, and the outputs are explicit. The problem is that reality does not allow the meeting of the ideal standards for either model. Thus, researchers are led to make compromise in using either model. Thus, researchers are led to make compromise in using either model. The question then becomes whether their findings are in fact a function of the evidence or of those compromises (Gartner, 1969, p. 34-35).

Gartner concludes by saying that while efforts should continue to adapt and adopt cost-benefit analysis and experimental models, "continued use must be made of learning from experience--from field experience, social bookkeeping, political and historical analysis."

This approach is supported by Perrone, Ryan and Zeran (1970) who write,

> Evaluation may be seen as an interaction between the perceiver(s) and the perceived. Viewed as such, if perception (evaluation) is to have validity and become meaningful, it is mandatory that the perceiver must know specifically what the perceived were doing, the manner in which they were doing it, why they were doing it, and what they anticipated as outcomes (1970, p. 209).

The literature indicates that paraprofessionals, including guidance assistants, can make significant contributions to the extension and improvement of human service agencies' performance. Programs of guidance assistant training can provide the profession with an opportunity for adaptation and innovation, both of which encompass the possibility of providing higher standards of service.

CHAPTER III

PROCEDURES

An evaluation of the effectiveness of guidance assistants in selected elementary and secondary school guidance programs is the purpose of this study.

The evaluation was conducted utilizing all subjects' responses to a task appropriateness questionnaire, counselors' and administrators' responses to a questionnaire on general program effectiveness, and guidance assistants daily logs and time-use assessments, and personal interviews with teachers and students in participating schools. A statewide counselor survey was conducted to develop additional data regarding counselor time utilization and perception of role.

Subjects

Subjects included ten guidance assistants, five elementary and five secondary. In the original project proposal and throughout the planning and pre-service training phase, these workers were referred to as "counselor aides". The newer title, "guidance assistants", emerged and was employed with greater frequency during the in-service training phase. Hence, it is by the latter title, "guidance assistants", that the paraprofessional workers will be referred.

Although the original proposal provided for one professional

counselor to work with each guidance assistant, the project ultimately
included nine counselors. One counselor, serving two elementary
schools, worked in a team relationship with two of the guidance assis-
tants, one located in each of the two elementary schools. Hence,
there were nine counselors, four elementary and five secondary.
Seven administrators participated in the project, three elementary
and four secondary. One secondary administrator worked with two
counselors, each of whom supervised one guidance assistant in the
same high school. All secondary schools were three or four-year
high schools.

Guidance Assistants

Guidance assistants were selected by personnel in the respec-
tive school districts from among applicants for general school aide
positions. Selection criteria employed included evidence of warmth,
openness, interest in working with students, and ability to learn, as
determined by personal interviews with the school administrator and
the respective counselors. General guidelines established by the
State Board of Education (1967) for the selection of school aides were
applied to the candidates. Appendix 1 contains specific information
regarding the ten guidance assistants.

Counselors and Administrators

Counselors in the four high schools were selected by guidance services administrators in the school districts. Selection criteria emphasized interest in the project, desire to work with a guidance assistant, willingness to participate in the training program, and dedication to the profession, as determined by personal interviews and past performance evaluations maintained by the school districts.

Secondary administrators were selected by district guidance administrators on the basis of their assignment in the schools in which the project was to function.

Elementary counselors in the five schools were selected on the same criteria as secondary counselors, but due to the limited number of elementary schools in the Portland School District employing full-time counselors the number of potential schools for possible inclusion in the project was necessarily restricted. For this (latter) reason, the group of potential elementary administrators participating in the project was correspondingly limited.

Pre-Service Training Phase

Project staff from Oregon State University and from the Counselor Assistant Project implemented by the University of Rochester, New York, conducted the pre-service training sessions for school-

building teams consisting of the guidance assistant, counselor, and administrator. The school-building team approach of training "in tandem" was deemed essential to the probable effectiveness of the project as it was to be carried on in the respective schools.

School-building teams worked together to develop a specific plan of operation to be carried out throughout the in-service (school year) period. This process was, in effect, the means by which the respective members of each school team delineated their relationship to each other. Administrators participated the first two weeks of the preservice training time; counselors participated four weeks, two at the beginning and two at the end; and guidance assistants participated the entire six-week period.

The evaluation of guidance assistants' effectiveness on the job and counselors' ability to utilize guidance assistants' time and skills was conducted, in part, by using the school-building team-developed calendars, or plans, as a base against which to assess their actual and perceived performance. The project evaluation is the purpose of this study.

<p style="text-align:center;">In-Service Training Phase</p>

Daily Log

Guidance assistants maintained a daily log of their activities

during the entire in-service phase. The logs outlined the tasks in

which they participated each day and the approximate time consumed

by the tasks. In addition, they wrote reaction commentaries for tasks

outside the routine day, e.g., their participation in the administration

of standardized tests. The forms for recording the daily log and re-

action commentaries were not standardized, i.e., they were not iden-

tical for each of the nine participating schools, but instead were de-

vised by the individual teams to reflect their proposed method of

operation. While they had common features, they were unique to the

respective settings.

Primarily, the logs were used to determine the types of tasks

assigned to guidance assistants by their supervising counselors, and

the approximate time devoted to each type of task. The logs serve a

two-fold purpose: (1) they identify counselors and guidance programs

at each end of the continuum with respect to utilization of guidance

assistants, and (2) they indicate the individual counselor's mode of

guidance assistant utilization with respect to the wide variety of tasks

assigned and proportionate time devoted to their performance.

The daily logs were submitted for study and evaluation at the

conclusion of the in-service phase. Guidance assistants were also

asked to summarize their work for the year, i.e., reviewing the log

and dividing the duties into self-selected categories. Further, they

were instructed to indicate an approximate percentage of total time

available spent on each category. This latter provided an essential

time-use assessment conducted by guidance assistants.

Program Effectiveness

A nine-item questionnaire (Appendix 2) designed to assess

generally the program effectiveness within the school was administered

to counselors and administrators. This questionnaire was adminis-

tered twice: first in October, 1969, and again in May, 1970. It was

mailed with an explanatory cover letter to respondents at their respec-

tive schools for self-administration.

Task Appropriateness Questionnaire

A 68-item questionnaire (Appendix 3) was designed to assess

all subjects' attitudes regarding appropriateness of specific guidance

assistant tasks. The questionnaire was administered twice, in

October, 1969 and in May, 1970. It was mailed with an explanatory

cover letter to each respondent at his respective school and was self-

administered.

The suggested tasks were grouped for purposes of analysis into

three classes which constituted three possible roles for guidance

assistants in a school setting. The class of each of the 68 items is

indicated in Appendix 3. Class 1 consisted of those tasks which

seemed to relate to and support guidance and counseling services,

including both affective and cognitive factors. The tasks in Class 2

were task-oriented rather than student-oriented, including such

duties as clerical, monitorial, escorting, and general routine duties.

Although non-professionally demanding, such tasks often consume a

large portion of the professional counselor's working day in either

elementary or secondary schools. Class 3 was a grouping of tasks

considered to be inappropriate or at least of questionable value when

performed by guidance assistants. This class included tasks which are

frequently perceived as usurping the professional's role when per-

formed by a guidance assistant as well as those tasks considered to be

generally poor practices in education.

Attitudes regarding the appropriateness of specific tasks were

sought by the questionnaire because they were perceived to be directly

indicative of guidance assistants' behaviors on the job. Likewise,

the counselors' attitudes toward the appropriateness of specific tasks

were seen as important because they directly influenced the assign-

ment of specific tasks to the guidance assistants in the respective

schools. The administrators' attitudes toward task appropriateness,

while bearing less directly upon task assignment, bear generally on

guidance program scope and direction within the respective schools.

Attitude is defined as "...a relatively enduring system of

affective, evaluative reactions, based upon and reflecting the evalua-

tive concepts or beliefs which have been learned..." (Shaw and

Wright, 1967, p. 37). As an affective reaction, it is a covert or implicit drive-producing response which elicits motives and thus gives rise to overt behavior. When a person holds a particular attitude toward an object or task, he is predisposed to act in a certain way toward that object. As is indicated, the motive which is elicited is not a part of the attitude; rather, it is a consequence of the attitude.

Shaw and Wright note that the most frequently used method of measuring attitude requires subjects to indicate their agreement or disagreement with a set of statements about the attitude object or task. Generally, these statements attribute to the tasks characteristics that are positively or negatively evaluated and rarely neutral. Scoring of items was accomplished by assigning values to the four possible response categories. Tasks perceived to be "very helpful" were assigned a score of 4, descending to a score of 1 for those tasks perceived to be "very harmful."

As is the case with most attitude scales, the purpose of the instrument used in this study was fairly obvious to the respondents. It has often been argued that respondents hesitate to respond freely to such instruments. Their hesitancy may stem from fear of disapproval. To overcome this supposed reluctance, many techniques have been proposed to hide or disguise the purpose of the measuring device. In his critical review of the literature on this topic, Campbell (1950) concludes that there is no evidence that the disguised is more valid

than the direct methods (approaches) to attitude determination. He
also found that the more direct instruments have uniformly higher
reliabilities than the disguised.

The questionnaire devised for this study follows the same format
as that employed by Bowman and Klopf (1968) in their comprehensive
and successful study of 15 demonstration projects utilizing parapro-
fessional workers in the schools.

Data derived from the questionnaire were arranged in descend-
ing rank order of post-test responses to the 68 items by guidance
assistants and counselors, elementary and secondary (Appendix 6).
In order to review the data in manageable segments, the responses to
items are displayed in tables in the following chapter in quartiles,
depicting descending order of post-test response by guidance assistants
and counselors, elementary and secondary. The total number of us-
able responses from administrators participating in the project was
too small for statistical analysis; therefore, while these responses are
noted, they are not treated statistically.

An analysis of the pre-to-post test shift of responses is con-
ducted to determine significance between the shift of scores of the two
groups: (1) all guidance assistants and all counselors, and (2) all ele-
mentary subjects and all secondary subjects. Services of the Oregon
State University Computer Center staff and equipment were utilized in
data analyses.

An analysis of the pre-to-post shift of responses is also conducted to determine significance between the shift of all guidance assistants as opposed to all counselors to the three classes of items. An identical treatment is conducted to determine significance between the shift of all elementary subjects to all secondary subjects to the three classes of items.

Personal Interviews

Personal interviews were conducted with students and teachers in the participating schools. The purpose of these interviews was to gain understanding of the perceptions of the guidance assistant project from the point of view of significant others in the respective settings.

The 62 students interviewed were randomly selected. Interviews with these students were conducted at various places in the school, during lunch, break-time, and student resource time. Interviews were brief, ranging from two to five minutes in length.

Twenty-one teachers were randomly selected and interviewed at the schools during their preparation period or lunch period. Interviews ranging from 5 to 25 minutes were conducted in the faculty lunch room or office.

Project Supervision

Throughout the in-service training phase, Oregon State

University personnel who conducted the pre-service training main-
tained a supervisory relationship to all subjects. They met with the
teams in their respective schools on the average of one meeting per
month which lasted from one to two and one-half hours per visit.
During these meetings, discussions were held of the team's effective-
ness in working together to meet the program goals each team had
established during the pre-service training phase. Unforeseen prob-
lems that had arisen in the team functioning and/or task accomplish-
ment were aired and suggestions for improved functioning were
offered.

The on-site visitation by project supervisors also provided an
opportunity for study of the respective school building teams' struc-
ture and function in the real, on-going situation. Adaptation to the
changing roles and responsibilities of the subjects could be observed
more readily during on-site visitation than in the more formal setting
of the University.

State-Wide Survey

A state-wide mail survey (Appendices 4 and 5) of the attitudes of
68 counselors in Oregon elementary, junior high, and high schools
was conducted by the writer in March, 1970. The purpose of the sur-
vey was three-fold: (1) to gather opinions regarding what percent of
their working day counselors believe to be spent on non-professionally

demanding tasks; (2) to compile a listing of tasks which these workers

believed to be non-professionally demanding, and which they, in their

assigned time, were expected to perform, and to assess their consis-

tency in identifying the tasks; and (3) to assess the extent to which

counselors perceive that they are able to exercise professional auton-

omy in establishing their role.

None of the counselors involved as subjects in the guidance

assistant project were included in the survey. Fifty-six survey forms

were returned, for an 82% response.

Counselors to whom the survey was mailed were selected from

the 1970 Roster of Oregon Elementary School Counselors and the 1970

Roster of Oregon Secondary School Counselors.[2]

Elementary school counselors were selected to reflect the geo-

graphic diversity of the several regions of the State and to secure

responses both from elementary school counselors who spend 100% of

their time at one school as well as from elementary school counselors

who divide their working day either between two or more schools or

who serve as part-time counselors.

High schools and junior high school counselors were selected to

represent a geographic distribution among the State's various regions,

---

[2] These Rosters are compiled and published annually by the Guidance
Services Section, Special Services Division, Oregon Board of Educa-
tion, Salem.

diversity in size of school expressed in terms of average daily membership (ADM), and whether or not the counselor holds Oregon's standard certificate in guidance and counseling.

Summary

Procedures in this study which evaluates the effectiveness of guidance assistants in school guidance programs depend heavily upon assessment of attitudes of the subjects. The procedures are fundamentally based upon the belief that evaluation, as a process, is "an interaction between the perceiver(s) and the perceived" (Perrone, Ryan, and Zeran, 1970, p. 209). They are designed to discover underlying attitudes (toward task appropriateness) of professionals who work in a team relationship with paraprofessionals, as well as attitudes of the guidance assistants toward these same tasks, both before and after in-service training.

The statewide survey of both elementary and secondary counselors who work in various types and sizes of schools reflecting all geographic regions of the state provides substantiating data regarding the current role conflicts counselors face, an indication of their ability to identify non-professionally demanding tasks, and their consistency in doing so. Further, the survey develops an indication of the extent to which counselors believe that they possess a sufficient measure of professional autonomy to be able to share in policy decisions affecting

their role and function within the schools. These data necessarily

bear upon the primary question of the probability of increased utiliza-

tion of guidance assistants in school guidance programs.

CHAPTER IV

FINDINGS OF THE STUDY

The effectiveness of guidance assistants within the school

guidance program was evaluated throughout the in-service training by

use of the following:

1. Responses of all subjects to a task-appropriateness ques-

    tionnaire;

2. Daily logs and reaction commentaries of guidance assistants

    and summaries of their overall time usage;

3. Personal interviews with students and teachers in each pro-

    ject school; and

4. Responses to a questionnaire on general program effective-

    ness by counselors and administrators in each school-

    building team.

In addition, the responses to a state-wide survey of counselors'

activities and the appropriateness of those activities were tabulated

and analyzed and compared with the findings of the guidance assistant

project.

In each of the instruments and procedures employed, identifica-

tion of task performance, that is, what guidance assistants actually

do or should do on the job, is the essential ingredient being sought.

All statements and questions bearing on appropriateness and task

performance were designed to reveal attitudes on the part of the re-
spondents. This commonality exists in each of the techniques em-
ployed since the attitudes toward the assignment and/or performance
of various types of tasks were seen to be an important part of the
evaluation.

Task Appropriateness Questionnaire

Tasks reflective of three possible roles for guidance assistants
have been identified and categorized by Bowman and Klopf (1968) and
Giles (1970). Class 1 consisted of those tasks which seemed to relate
to and support guidance and counseling services, including both
affective and cognitive domain. Class 2 consisted of those activities
which were task-oriented rather than student-oriented. Class 3 in-
cluded those tasks which were frequently perceived as usurping the
professional's role when performed by guidance assistants and those
considered to be generally poor practices in education.

These three classes were embodied in the questionnaire on
task-appropriateness which was administered in October, 1969, and
again in May, 1970. Usable responses were received from four
groups:consisting of: five elementary guidance assistants, four
elementary counselors, five secondary guidance assistants, and five
secondary counselors. The dual administration of the instrument
allowed the use of a pre-to-post scoring technique for the purpose of

analysis.

The data were treated in two ways. First, a two-tailed t-test for independent groups was conducted to determine if significant differences existed between the groups on each class of item, on the basis of attitude shift occurring during the in-service phase of the training. Similarly, a t-test was also used to examine attitude shift between the groups regarding each individual item of the questionnaire. Second, a rank order listing by each group was made to determine those tasks perceived to be most appropriate for guidance assistants to perform. The results of these treatments follow.

Respondents were asked to complete the questionnaire (Appendix 3), marking the items according to their perceptions of the appropriateness (helpfulness) of guidance assistants performing certain tasks. The possible responses to the items were "very helpful," 4; "somewhat helpful," 3; "somewhat harmful," 2; and "very harmful," 1.

The questionnaire items were of three classes; the classes were separated for analysis. The pre and post-test response of each subject on all items in each of the three classes was compared and differences, where they occurred, were determined. If the post-test response on an item was higher than the pre-test response, it was seen to be positive; if lower, it was seen to be negative. For example, an item which had received a marking of "2" on the pre-test and a marking of "3" on the post-test was given a score shift value of +1.

Conversely, an item which received a "4" on the pre-test and a "3"
on the post-test was given a score shift value of -1. Where no change
in response occurred, a score shift value of zero was indicated.

The results of these computations were presented for statistical
analysis to the computer system at the Oregon State University Com-
puter Center. With the assistance of the Computer Center staff, a
two-tailed t-test for independent groups was conducted to determine
significant differences between groups at the .05 level of confidence.
First, the mean score shift value of each group of subjects for each of
the three classes of items was determined. When elementary and
secondary guidance assistants were compared with elementary and
secondary counselors, no significant difference in score shift values
was found in any of the classes of items. A comparison of elementary
guidance assistants and counselors with secondary guidance assistants
and counselors revealed no significant difference. The test did not
compare individual subjects' pre to post-test shift values, but rather
the mean shift values of one group with another.

In addition to the finding of no significant difference between
groups, response of subjects to items designed to assess attitude
toward appropriateness of various classes of tasks to be performed
by guidance assistants did not change significantly over the period of
the in-service training phase. This latter finding was anticipated, as
an effect of the pre-service training phase conducted for all subjects

which immediately preceded the in-service phase.

The initial treatment for significant difference between groups examined only the possibility of significantly changed attitude in relation to the three classes of items. The possibility of significant change in attitude toward a single item in the questionnaire was not treated. Therefore, a two-tailed t-test for independent groups was conducted to examine score shifts by groups to determine if a significant difference existed at the .05 level of confidence of any of the 68 individual items.

When score shifts of elementary and secondary guidance assistants were compared with score shifts of elementary and secondary counselors on an individual item basis, a significant difference was found to exist on one item.

No. 14: "Listening to a student tell a story or anecdote."

The mean score shift on this item was -.2222 for elementary and secondary guidance assistants, and .2857 for elementary and secondary counselors. This movement produced a t-value of 2.183, significant at the .05 level of confidence.

When score shifts of elementary subjects (both guidance assistants and counselors) were compared with secondary subjects (both guidance assistants and counselors), five items were found to differ significantly (.05). Those items were the following:

No. 8: "Preparing questions on forms for students to answer."

No. 14: "Listening to a student tell a story or anecdote."

No. 27: "Helping a teacher or counselor plan trips with students."

No. 64: "Helping students learn to play together, e.g., teaching them to take turns."

No. 67: "Giving the counselor/teacher information about a student which will help him in working with the student."

The table below indicates the specific differences found:

Table 1. Significant Score Shifts of Elementary and Secondary Subjects On Task Appropriateness Questionnaire.

	Mean Score Shifts			.05 Level of
Item No.	Elementary	Secondary	t-value	Confidence
8	0	.5000	2.792	2.160
14	-.2222	.2857	2.183	2.145
27	-.1111	.4285	2.483	2.145
64	.1111	1.3333	4.648	2.228
67	.2222	-.2000	2.133	2.110

As previously noted, the questionnaire was composed of three classes of items. Class 1 statements number 23 items or 34%; Class 2 items, 33, or 49%; and Class 3 items, 12, or 17%. In order to determine the perceptions of members of the four groups regarding the appropriateness of each class of item, the aggregate score of all members of each group for each item on the questionnaire was compiled into a descending rank-order listing for each group (Appendix 6).

The summarized results of this listing are presented in Table 2 below.

Table 2. Group Responses to Questionnaire Items by Number and Percentage of Class 1, 2, and 3 Items, Presented in Quartiles.

Rank	Class	Elem. Guid. Asst. No.	%	Elem. Coun. No.	%	Sec. Guid. Asst. No.	%	Sec. Coun. No.	%
	1	13	57	11	48	6	26	6	26
	2	2	6	5	25	11	33	11	33
	3	2	17	1	8	0	0	0	0
Q_3	1	8	34	7	30	7	30	8	34
	2	8	24	7	21	7	21	8	24
	3	1	8	3	25	3	25	1	8
Q	1	2	9	4	17	7	30	7	30
	2	12	36	10	30	10	30	7	21
	3	3	25	3	25	0	0	3	25
Q_1	1	0	0	1	4	3	13	2	9
	2	11	33	11	33	5	15	7	21
	3	6	50	5	42	9	75	8	67

Table 2 above indicates that both elementary guidance assistants and elementary counselors tend to perceive Class 1 items as more appropriate tasks for guidance assistants than did secondary guidance assistants and secondary counselors. Elementary guidance assistants

and counselors ranked approximately 52% of the Class 1 items in the
top quartile while secondary guidance assistants and counselors ranked
26% of the Class 1 items in the top quartile. Further examination of
the table indicates that elementary guidance assistants' and elemen-
tary counselors' composite responses produced a ranking of 15% of
Class 2 items in the top quartile and secondary guidance assistants'
and counselors' responses produced a ranking of 33% of the Class 2
items in the top quartile. In other words, there appears to be a
difference in perception toward the appropriateness of Class 1 and
Class 2 items being performed by guidance assistants. Elementary
guidance assistants and counselors favor Class 1 items and secondary
guidance assistants and counselors favor Class 2 items.

Table 3 on the following page lists in descending order of rank
the actual Class 1 items that were placed in the top quartile by the
responses of the four groups on the post-test. As can be seen, 13
Class 1 items of the elementary guidance assistant group's responses
and 11 of the elementary counselor group's responses ranked in the
top quartile. Nine of these items were identical for both groups.

Six Class 1 items of both the secondary guidance assistant and
secondary counselor groups' responses ranked in the top quartile.
Four of these items were identical for both groups.

It is important to note that on the 23 total Class 1 items, the
elementary guidance assistants and the elementary counselors indicate

Table 3. Class 1 Statements Included in Top Quartile of Question-
          naire by Various Groups

Questionnaire
  Item No.

Elementary Guidance Assistants

12. Listening to students talk about themselves

58. Encouraging students to make the most of themselves

64. Helping students to learn to play together, e.g., teaching
     them to take turns

 1. Talking quietly with a student who is upset

13. Talking with students about what they're doing when they
     are playing or outside the building

61. Encouraging students to help each other

67. Giving the counselor/teacher information about a student
     which will help him in working with the student

68. Attending meetings of professional organization with
     counselors, e.g., Oregon Personnel and Guidance Associ-
     ation

 3. Playing games with students, e.g., guessing or rhyming
     games

 9. Helping students learn to settle arguments without fighting

14. Listening to a student tell a story or anecdote

43. Attending faculty meetings

54. Helping students learn to do something new and perhaps a
     little more difficult than they think they can do

Elementary Counselors

12. Listening to students talk about themselves

14. Listening to a student tell a story or an anecdote

58. Encouraging students to make the most of themselves

43. Attending faculty meetings

67. Giving the counselor/teacher information about a student
     which will help him in working with the student

 1. Talking quietly with a student who is upset

16. Checking routinely on the health of students

Table 3 continued.

Questionnaire
  Item No.

<u>Elementary Counselors</u> (cont.)

61. Encouraging students to help each other

64. Helping students learn to play together, e.g., teaching them to take turns

3. Playing games with students, e.g., guessing or rhyming games

13. Talking with students about what they're doing when they are playing or outside the building

<u>Secondary Guidance Assistants</u>

1. Talking quietly with a student who is upset

12. Listening to students talk about themselves

25. Requesting information about a student from another social agency, e.g., Juvenile Department, Welfare Department

58. Encouraging students to make the most of themselves

67. Giving the counselor/teacher information about a student which will help him in working with the student

68. Attending meetings of professional organizations with counselors, e.g., Oregon Personnel and Guidance Association

<u>Secondary Counselors</u>

43. Attending faculty meetings

67. Giving the counselor/teacher information about a student which will help him in working with the student

68. Attending meetings of professional organizations with counselors, e.g., Oregon Personnel and Guidance Association

1. Talking quietly with a student who is upset

3. Playing games with students, e.g., guessing or rhyming games

12. Listening to students talk about themselves

a high degree of correspondence in student-centered tasks seen to be "very helpful." This same degree of correspondence appears in the rankings of the items seen as "very helpful" by secondary guidance assistants and secondary counselors, although their total ranking of Class 1 items in the top quartile was considerably less. It is also noteworthy that where differences in perception occur, they tend not to be between the professional and non-professional groups but rather between the elementary groups and the secondary groups.

Daily Logs, Reaction Commentaries, Time Use Assessments

The daily log maintained by each guidance assistant provides an overall picture of guidance assistant activities as they were conducted in each of the project schools. In varying degrees of exactness, each log presents the tasks that were assigned the guidance assistant by her respective counselor. These task assignments are generally classifiable into the three types described on page 66.

The daily logs, reaction commentaries, and responses to the questionnaire on general program effectiveness assist in determining if the project in the various schools met the goals established by each team during the pre-service phase. These instruments also are helpful in identifying counselors along a continuum with respect to utilization of guidance assistants' time and skills.

The daily logs and time use summaries also indicate the

tendency for counselors to assign tasks disproportionately in either

Class 1 or Class 2. Responses to selected questionnaire items are

an indication of attitudes toward task appropriateness, as well as an

indication of the general effectiveness of the program as it functioned

in the project schools.

Discrepancies Between Plans and Logs

During the pre-service training, while the school-building

teams were developing plans for their in-service year of activities,

project instructors encouraged them to be realistic. The teams were

encouraged not to develop expectations for assuming more projects

than could reasonably be expected. The counselors and administra-

tors were urged to take into account that throughout the in-service

year the guidance assistants would continue to be trainees and would

need extra time, as any learner experiencing an activity for the first

time. In a number of instances, however, the teams diverged mark-

edly from their plans. In some cases, the exigencies of the "real

world" of the school superceded the well-laid plans of the pre-service

period. Neither positive nor negative connotation should be laid to

examples of divergence from plans in order to meet the emergencies.

The divergences, i.e., discrepancies between plans and practices,

are described to present findings as they were. Examples of diver-

gences which are common to all project schools and those which dealt

with individual project schools are presented on the following pages.

Divergence Between Plans and
Logs Experienced by All Schools

Tasks Added or Increased. Logs and reaction commentaries maintained by the ten guidance assistants in both elementary and secondary schools revealed a number of tasks which each guidance assistant performed with greater frequency than was anticipated by any in the pre-service developed plans. In the case of elementary guidance assistants, examples of such tasks included records maintenance, previously performed by counselors (Class 2); routine administration of standardized tests and recording of results of testing (Class 2); lunchroom and playground supervision (Class 2); orientation to the school of mid-year transfer students (Class 1); extensive classroom observation which, in all but one elementary guidance assistant's case, led to intensive individual student tutoring by guidance assistants (Class 1).

Secondary guidance assistants' logs and reaction commentaries also revealed a group of tasks each performed with greater frequency than had been anticipated in the pre-service developed plans. These included an array of clerically-related Class 2 tasks ranging from filing and organizing of materials, to preparation of forms, e.g., standardized tests answer sheets, student data cards, health records,

to arranging appointments for students seeking counselor conferences.

Guidance assistants and counselors in the project's secondary schools found a working relationship and role realignment had to be worked out between the secretary and the guidance assistant. The secretary typically had experience in the guidance center and had been providing many of the information services to students that were now being assumed by the guidance assistants. In most cases the extent and precise nature of the role conflict had been unforeseen, and questions arose that demanded resolution. Who assigns tasks? Who does the filing? Does the secretary type "for" the guidance assistant? Who answers the telephone first? These are examples of apparently "small" issues that became real conflicts between the guidance assistants and the secretary.

Tasks Eliminated or Decreased. The daily logs of both elementary and secondary guidance assistants revealed some discrepancies between plan and practice in the deletion or diminishing of several task areas.

In its pre-service developed plan, each school-building team typically had specified a regular weekly or bi-weekly meeting between guidance assistant and counselor, occasionally including the team's administrator, for the purposes of planning, evaluation, and supervision. The logs in all cases revealed that this plan was not met. While most noted periodic planning sessions, none noted regular

times or gave indication of planned content even though the pre-
service plan had anticipated planned exercises that would be learning
experiences for the guidance assistants.

Guidance assistants' reaction commentaries indicated a desire
for more intensive supervision, more thorough orientation to a task
before assuming responsibility for its performance, more specific
instructions, and more opportunity to review the success of
tasks completed. Counselors were cognizant of this condition also.
With consistency they listed "the press of time" or "too much to do"
as interfering with the plans the school-building team had made to
meet together on a regular basis.

Elementary guidance assistants' logs also indicated the plans
they had made for performing a role in a "guidance program"
materialized to a degree less than the team had anticipated. Typi-
cally, at the beginning of the in-service phase, this "guidance pro-
gram" was yet to be developed; it was a program of activities that
the counselor had hoped to be able to develop and conduct with the
help of the guidance assistant during the in-service year. Counselors,
in their responses to the questionnaire, again explained this diver-
gence from their plans as the result of "too much to do."

In a particularly significant divergence from plans, secondary
guidance assistants' logs revealed their regular assignment to tasks
of general assistance to all counselors on their school's guidance

staff rather than to tasks of specific assistance to the particular

counselor who was to have been their supervisor. For example, the

logs revealed guidance assistants conducting the routine interviewing

of senior students regarding requirements for the diplomas and/or

relating to seniors' post-high school plans (Class I tasks). While the

tasks were both suitable for assignment to the guidance assistants in

terms of skill level and being non-professionally demanding, the pro-

ject did not envision the guidance assistants' time being utilized by

providing assistance to all counselors in the school. Rather, the

purpose of the project was to prepare a guidance assistant to work in-

tensively in a team relationship with one counselor. Performing such

tasks as the one described above removed a small portion of the total

workload of all counselors on the staff. In both a "pure" and a realis-

tic sense, this was not the intent of the project. Rather, the intent of

the project was to provide substantial assistance for a single counselor.

In addition, such assignments tended to lead the way to increasing im-

promptu task assignment to the guidance assistant by any or all of the

professional staff, rather than by the single counselor to whom the

guidance assistant was to be accountable. When such assignments

occurred, guidance assistants' reaction commentaries indicated frus-

tration, that they were confused by multiple assignments. They felt

they had several bosses, and that they were unable to distinguish

and/or set priorities for assigned tasks. One secondary school

eliminated the problem by recognizing its implications very early in the in-service year and with the team administrator's support and endorsement established a policy that no staff member other than the supervising counselor was to assign tasks to the guidance assistant.

The Individual Schools

The preceding pages present information of a universal nature, i.e., experienced by the entire group, and drawn from the daily logs of the guidance assistants. Before turning to the unique experiences of the several schools, a view of the "whole" in-service experience in the form of a time-use assessment which classifies tasks into Class 1, 2, or 3, as presented by guidance assistants will be helpful. Guidance assistants drew this information from their daily logs and submitted it in May, 1970, along with their daily logs. Table 4 presents a summary of the time-use assessments.

As the table indicates, elementary guidance assistants reported assignments to Class 1 tasks to be of markedly greater proportion of total time than did secondary guidance assistants. As the following discussion of the projects as they were conducted in individual schools will confirm, secondary guidance assistants' assignments were disproportionately greater in the clerically-related and/or task-oriented Class 2 areas than were elementary guidance assistants'.

Class 3 tasks, seen to be inappropriate to the purpose of the

project, most frequently included such assignments as substituting for classroom teachers or general school office maintenance.

Table 4. Elementary and Secondary Guidance Assistants' Perceptions of Class 1, 2, or 3 Tasks Performed During the In-Service Phase (In Percent).

School	Class 1	Class 2	Class 3	Other*
E-1	50	20	30	--
E-2	80	20	--	--
E-3	65	15	15	5
E-4	65	20	10	5
E-5	60	20	10	10
HS-1	10	70	15	5
HS-2	25	75	--	--
HS-3	20	80	--	--
HS-4A	35	40	15	10
HA-4B	50	45	--	5

* "Other" includes tasks such as running errands, planning time, individual study.

Elementary Schools

Each of the five elementary guidance assistants worked in a separate elementary school, four in the same school district and one in a school district as the sole project school. The five were supervised by four counselors.

The following discussion presents the project as it functioned in

the five elementary schools, as revealed by guidance assistants' logs and reaction commentaries, with the "base" drawn from the pre-service developed plan (or calendar) for the year's activities.

School E-1. The guidance assistant in School E-1 worked throughout the year without the direct supervision of the counselor. Prior to the opening of the school year, but after the pre-service training phase concluded, the counselor's assignment was changed from building counselor to director of elementary school guidance for the school district. The new assignment necessitated that he move his office to another school. This resulted in the counselor spending only a small amount of time in the school where the guidance assistant was assigned.

Several interesting developments occurred in this school. Of all the elementary schools, the principal was "closer" to the project in E-1. Both teachers and the guidance assistant turned to him rather than to the counselor for interpretation of the project aims and application. The guidance assistant experienced a high degree of acceptance among the teaching staff. She exhibited a willingness to perform tasks in the classroom normally assigned a general teacher-aide. She performed student records maintenance tasks with speed and accuracy and assumed the role of school secretary whenever the secretary was away from the building.

School E-2. The school in which this guidance assistant worked

was badly overcrowded and had a large number of economically and culturally deprived children. The guidance assistant spent the majority of her time in individual contact with students referred by teachers to the counselor. She successfully carried out exercises designed by the counselor to help develop both a child's skills and self-concept.

Overwork, excessive job demands, and a conflict of personalities and life-style of the counselor and guidance assistant led to frustration and decreasing efficiency of the team. The team administrator provided only nominal support for the resolution of the conflicts that had arisen.

The team withdrew from the project at the end of the in-service period. The professional workers believed that the guidance assistant functioned successfully in one-to-one relationships with students and in a supportive role in some classrooms. They also felt, however, that the interpersonal conflicts between the counselor and guidance assistant would not allow continuance of the program with existing personnel.

School E-3. A condition similar to that experienced by School E-1 occurred when the counselor assigned to E-3 was transferred to another school. The school's administrative assistant who had participated in the pre-service training and who was a trained counselor shifted role to one of counselor. While he did not spend the

majority of his time in counseling or related tasks, he was able to provide some supervision along with consistent encouragment to the guidance assistant.

Unlike the guidance assistant in E-1, the guidance assistant in this school performed tasks very closely related to counseling and guidance. She did not assume general teacher-aide duties, but through her personal qualities and by demonstrating competence, teachers referred students for the broad spectrum of guidance services. These included provision of information, student records maintenance, testing under the supervision of the administrative assistant (functioning as counselor), and a limited amount of counseling. Her self-confidence, maturity, and ability contributed to her early and unfaltering acceptance by school staff. As that acceptance developed she gradually assumed a broader spectrum of tasks than experienced by the other guidance assistants.

School E-4: Guidance assistants in E-4 and E-5 were both supervised by one counselor who divided her time equally between each school. Hence, while the two guidance assistants each received less than full-time direct supervision, each had daily access to the counselor for consultation as issues arose. However, the counselor had developed a time-use pattern in each school to which she devoted herself with such energy and determination that too little time seemed available for planning and evaluation with either guidance assistant,

contradistinctive to the team's pre-service developed plan. Hence,

each of the two guidance assistants was forced by circumstances to

develop a <u>modus</u> <u>operandi</u> which included general direction and super-

vision, but rarely intensive or specific supervision.

The guidance assistant in E-4 found a place for herself initially

by assuming tasks related to student records maintenance and

clerically-related guidance procedures, such as maintenance of an

appointment calendar for the half-time counselor. As the year pro-

gressed she began to spend increasingly more time in monitorial tasks

on the playground and lunchroom. The contact with teachers and stu-

dents, led to referral of individual students to her through the coun-

selor. From mid-year on, the majority of her time was spent work-

ing with individual students or groups of students either in direct

academic tutoring or in exercises intended to develop self-understand-

ing or feelings of self-worth on the part of the student.

<u>School E-5.</u> The guidance assistant in E-5 worked under con-

ditions, in terms of program direction, supervision, and counselor

contact, identical to the guidance assistant in E-4, although her role

in E-5 developed differently from her colleague in E-4.

The E-5 guidance assistant felt insecure about her role generally

and doubted her acceptance by the teaching staff for a period of time

approximately two months longer than the E-4 guidance assistant.

During the pre-service phase she and the counselor had planned a

formalized introduction to each of the teachers along with the introduc-

tion of a formalized "guidance program" that the counselor had in-

tended to develop for presentation in individual classrooms. The

guidance assistant hesitated to approach teachers until this program

had begun. The plan did not materialize, and it was not until mid-

year that the guidance assistant began to perceive herself as func-

tioning in a worthwhile manner in the school. By mid-year she was

meeting with students individually, working with them on their social

or emotional problems, maintaining student records, and generally

"reaching out" to provide services supportive of guidance and coun-

seling to teachers and parents. The counselor, in the case of both

E-4 and E-5, appeared unable to change her behaviors to adjust to the

need for planning and supervision of the project commensurate with

the pre-service developed plans.

Secondary Schools

Each of the five guidance assistants was directly supervised by

a counselor who was a member of a high school counseling and

guidance staff composed of six or more counselors. The five

guidance assistants were located in four high schools, three of which

are in a large metropolitan area and one in a small city.

School HS-1. The guidance assistant in HS-1 functioned direct-

ly with and only with one counselor. She assumed many of the

non-professionally demanding tasks that would normally have been expected of him, relieved him to function in a professionally demanding role with students and others.

Since HS-1 was in its first year of operation and involved in an experimental organization, all clerically-related tasks were increased, especially student records maintenance, student information gathering, and development of information services. These responsibilities the guidance assistant assumed almost totally. Given direct supervision and a heavy clerically-related workload, in addition to a disinclination to become personally involved with individual students outside routine procedural contacts, the guidance assistant spent the in-service year "close" to the pre-service developed plan.

School HS-2. The guidance assistant in HS-2 and the school guidance program and its staff appeared to spend the majority of the year in concord. There was no observable discrepancy either between plan and log or between perceived need for supervision and its provision. After an initial adjustment of plans to accommodate the shift of the guidance assistant to a counselor different than the one with whom she trained in the pre-service, the guidance assistant functioned according to plan. She performed routine, procedural tasks during the majority of her time, but all were those which counselors in HS-2 ordinarily performed. Tasks included such ones as calling students' home regarding attendance, contacting teachers

regarding achievement, interviewing students for routine informa-

tion, testing, and data recording.

Early in the year a role conflict developed between the guidance

assistant and the counseling center secretary who had previously per-

formed many paraprofessional tasks. The office of the counselor

with whom the guidance assistant worked was located some distance

from the counseling center, hence, she became only minimally in-

volved in the conflict. The team's administrator worked in general

administration, not in guidance services administration and also was

"removed" from the conflict, which ultimately was resolved by con-

frontation and open discussion.

School HS-3. The highest proportion of time spent in routine

clerical tasks, including student schedule maintenance, class enroll-

ment data maintenance, student grade records processing and other

similar tasks was performed by the guidance assistant in HS-3. Her

supervising counselor's duties tended to be quasi-administrative and

only minimally counseling; the guidance assistant was similarly

assigned. In addition, the physical setting of the counseling center

in HS-3 located the guidance assistant at a desk next to the counseling

center secretary, which itself was behind a counter. This location

removed her from all but factual or procedural contact with students

to a greater extent than was experienced by any of the other guidance

assistants, either secondary or elementary.

School HS-4. Each of the two guidance assistants in HS-4 (designated 4A and 4B) was supervised by a counselor. The two pairs of guidance assistant and counselor functioned as part of a counseling and guidance staff administered by the administrative assistant who trained with them during the pre-service phase.

Guidance assistant 4A had distinctly greater clerical interests than 4B, functioned at clerically-related and/or procedural tasks more efficiently and happily and thus performed these types of tasks a greater proportion of her time than did 4B. She had less interest in developing skill for working with students either individually or in groups than 4B. Conversely, her counselor sought to involve her in student-centered activities and grew frustrated at guidance assistant 4A's resistance to these supervisory attempts.

Ironically, the situation was reversed in the case of guidance assistant 4B who resisted her counselor's attempts to assign task-centered work of a routine or clerical nature. She actively sought student-centered involvements, and worked creatively to establish contact for helping relationships with individuals and groups of students.

The resistance on the part of the guidance assistants to the tasks assigned by their respective counselors resulted in conflict, which in turn led to confrontation and discussion. The conflict was resolved, in part, by switching assignments, i.e., the guidance

assistants "exchanged" counselors. The ill-will created by the earlier conflicts did not entirely disappear but task assignments were completed with more apparent satisfaction and efficiency.

Personal Interviews

The investigator conducted informal interviews with 67 students and 21 teachers while visiting the nine project schools during the in-service phase. The purpose of these interviews was to assess the attitudes toward and understandings of the role of the guidance assistant in the school on the part of those directly or indirectly affected.

Generally, responses were indicative of the extent to which the guidance assistant personally affected the interviewee. Elementary teachers tended to view the guidance assistant as an additional resource, as providing "readier" access to the counselor when information or help was being sought. In this sense, the guidance assistant made the counselor "more available" to them. Additionally, in those elementary schools where the guidance assistant worked directly in helping relationships with students, teachers viewed the guidance assistant consistently close to the project-defined role, as one who would assume those non-professionally demanding but necessary tasks supportive of counseling and guidance services. No elementary teacher expressed concern regarding guidance assistants usurping counselors' roles or function.

With few exceptions, elementary students did not know who the guidance assistant was when identified by title. They seemed to know her by name and identified her as one of several helpers, resource persons, or auxiliaries who assisted students and teachers in the school. None acknowledged her as one from whom they would seek help or information directly. In that sense, she was seen to be a helper, but not one directly accessible to them.

At elementary schools where the guidance assistant supervised the lunchroom and/or playground, students identified her as a helper in that particular category. In that instance she was more obvious to them, her role more identifiable. In the several schools where the guidance assistant worked in a direct helping relationship, e.g., tutoring students, some upper grade students seemed to know of the process--that someone they knew "went to see Mrs. _____ for help."

Secondary students were more able to identify guidance assistants as paraprofessionals whose task was to assist counselors in meeting student needs for general guidance services, especially for information services. The nature of the setting where the guidance assistant worked, typically a counseling center with reception area and counselors' offices, made the guidance assistant more accessible to students. The counselor, in the students' terms, too often was inaccessible, behind the closed door of his office. In this case, it

was the guidance assistant who helped, by providing needed informa-

tion, as well as encouragement and a feeling on the part of the stu-

dents of personal concern that the students' needs be met.

Secondary teachers acquainted with differentiated staffing con-

cepts viewed the guidance assistant as "merely" another paraprofes-

sional worker, although many acknowledged that they had never heard

of a paraprofessional in guidance services before the project year be-

gan. Some who seemed unclear regarding the counselor's role in the

school expressed concern that the quality of guidance services would

be "diluted" by assigning tasks to a paraprofessional that heretofore

had been conducted by professional counselors. One teacher de-

scribed an experience when he went to the counseling center seeking

information regarding a student and the guidance assistant drew the

student's records from the files and interpreted some test data for

the teacher. He seemed surprised that the guidance assistant was

allowed to do this and, indeed, that she was able. Generally, how-

ever, the guidance assistant was seen as another resource, and

teachers, acknowledging the need for additional help, were positive

in their attitudes toward the project.

Program Effectiveness Questionnaire

A questionnaire (Appendix 2) designed to elicit subjective

assessments of general program effectiveness within the nine

project schools was administered to counselors and administrators in those schools. Subjects were sent the nine-item questionnaire by mail soon after the in-service training phase began and again in May, 1970, near its completion.

Questions one, three, and four were designed to elicit responses regarding professionals' relationship to the project. All subjects responded to the first administration with positive feelings that the counselor had been able to delegate activities to the guidance assistant, that the administrator really understood the project and that the counselor had been able to accomplish more with students because of the project. On the second administration, however, responses from professionals in those schools where conflicts between team members had arisen, the response typically shifted to "more or less," "I'm not sure," or "perhaps."

Questions two, five, and six probed the professionals' opinions regarding the guidance assistants' abilities. Responses to both administrations of the questionnaire indicated positive, growth-producing relationships with pupils had been established by guidance assistants, that the pre-service training was successfully applied by guidance assistants, and that students experienced a higher degree of service than had previously been available.

Question seven sought information on the effectiveness of the pre-service training. No discernable pattern was found in responses

to this item. The range of feeling was from those who felt the organization and content of the training was good to those who all but denied the efficacy on in-tandem training. There was general agreement that less "theoretical" and more "practical" content was needed, with the "practical" being directed especially toward the guidance assistant.

Questions eight and nine explored the area of divergence from pre-service developed plans. Details of responses to these questions were discussed in the previous section.

State-Wide Survey

A statewide survey (Appendices 4 and 5) was conducted to determine the kinds of tasks counselors typically perform and to elicit their perceptions of the impact performance of those tasks has upon the counseling function. Fifty-six responses were received from the 68 survey forms mailed to counselors, for a return of 82%.

Subjects

The original selection of secondary counselors was made to reflect various sizes and types of schools, geographic distribution throughout the state, and whether or not counselors held the Oregon Standard certificate in guidance and counseling. The responses of secondary counselors did not indicate sufficient difference to exist with regard to geographic location or certification status to warrant

separate treatment on the basis of those variables. Table 5 below in-

dicates responses from size and type of secondary schools.

Table 5. Type and Size* of School of Secondary Counselors Respond-
ing to State-Wide Survey.

	Under 250	250-750	750-1500	1500+
High School	6	7	5	14
Junior High School	-	6	5	-

*Figures indicate pupil numbers expressed as Average Daily Mem-
bership (ADM).

Thirteen elementary counselors responded to the survey. Five

of these were assigned less than full-time to counseling in an elemen-

tary school and eight were assigned to full-time counseling. Elemen-

tary counselors were selected from schools representing geographic

diversity. Responses to the survey did not indicate sufficient differ-

ence by geographic region or assignment to part or full-time counsel-

ing to justify separation on the data on either of these two variables.

Do Oregon Counselors Believe that They
Perform Non-Professionally Demanding Tasks?

In response to the first question in the survey, "Do you perform

non-professionally demanding tasks?" 51 or 91% of the respondents

answered affirmatively. Included in the group of those who believed

their assignments to be entirely professionally demanding were three of the 13 elementary counselors. Two junior high school counselors believed their assignments to be entirely professionally demanding, one from each of two sizes of junior high school. All high school counselors felt a portion of their assignments to be non-professionally demanding.

The 51 counselors who responded affirmatively to the first question responded also to the second, "If you perform non-professionally demanding tasks, what percentage of your assigned time is so spent?" Of the ten elementary counselors who responded to this question, four indicated that 10% of their assigned time is spent on non-professionally demanding tasks, four indicated 25%, and two indicated 50%. Although the survey form posed four possible response categories to question two--10%, 25%, 50%, more--no respondents marked "more", hence it is not reported in the results. Table 6 is a summary of these results.

Table 6. Secondary Counselors' Responses by Type and Size of School to the Question, "If you perform non-professionally demanding tasks, what percentage of your time is so spent?"

		Under 250	250-750	750-1500	1500+
High	10%	2	2	1	2
School	25%	3	5	4	8
	50%	1	0	0	4
Junior	10%	-	2	1	-
High	25%	-	2	3	-
School	50%	-	1	0	-

What is Non-Professionally Demanding?

Question three was asked in order to test the assumption that counselors generally are well aware of the non-professionally demanding tasks which they carry out on the job. They have at least a preliminary understanding of the several classes of workers, e.g., paraprofessionals, professional nurses, social workers, clerical workers, administrators, who could and/or should be performing them. Question three was posed as follows: "Please list the non-professionally demanding tasks which come to mind and indicate by a check or some other mark preceding the listing whether or not your assigned responsibilities require you to perform them."

The responses, as the subsequent listing of tasks by types of schools indicates, far exceeded the investigator's expectations. Generally, all tasks listed were preceded by a check mark, indicating that respondents tended to list only tasks which they themselves were required to perform. Hence, the listings may be seen as an indication not only of those tasks perceived by counselors to be non-professionally demanding, but those that they actually perform.

Tasks listed did not differ markedly by size of secondary school with the possible exception of a higher incidence of clerically-related tasks performed by counselors in small high schools (under 250 ADM). At the opposite end of the size continuum, counselors in schools with

more than 1500 ADM reported a disporportionately higher incidence of general student services tasks. The task most often listed by counselors was that of scheduling and related activity. The second most prevalent of the non-professionally demanding tasks was in the area of attendance.

The numbers following the listed task(s) indicates the number of times which the task was reported by counselors.

The following tasks were listed by the 32 high school counselors:

Assemble course catalog	2	Health room supervision, taking care	
Attendance	9	of sick students	4
Balancing classes and maintaining		Information service functions	5
mater schedule	7	In charge of schools' keys	1
Bulletin board development	2	In charge of lockers	1
College applications processing	3	Lunchroom supervision	3
Conducting surveys, including		Posting grades to permanent records	2
followup studies	3	Scheduling students, forecasting	6
Correspondence, including typing	10	Schedule-changing	11
Credit checking	9	Scholarships-financial aid	
Data development, graphing,		information services	3
charting	1	Scoring standardized tests	2
Disciplining	3	Selective Service registration	1
Filing	6	Standardized test administration	1
Fire-drill supervision	2	Substituting	6
GPA calculating	7	Taking incoming phonecalls	2
Graduation activities	4		
Group guidance	1		
Hall supervision	4		

The 11 junior high school counselors listed the following tasks:

Attendance	8	Quarterly reports (routine)	1
Filing	3	Substituting	2
Graphing test results, entering		Scheduling students, forecasting	4
data on students' records	5	Standardized test administra-	
Hall duty	2	tion	3
Lunchroom supervision	3		
Making appointments	2		
Locating students	1		
Punching lunch tickets	1		

The 13 elementary school counselors listed the following tasks:

Attendance	8	Playground supervision, including after school and noon	6
Chaperoning trips	1		
Curriculum development	1	Scheduling, forecasting	6
Filing	5	Standardized test administration	5
Hall supervision	3	Substituting	7
Lunchroom supervision	7	Taking over school office to relieve secretary during school hours	1
Making appointments	3		
Master teaching duties	1		
Records maintenance	8	Taking sick children home	4
		Title I and V reports	1
		Typing correspondence	7

Who Should Perform Non-Professionally Demanding Tasks?

In order to determine the extent to which counselors identify
non-professionally demanding but necessary tasks with guidance assis-
tants, respondents were asked which class of worker "should most
appropriately perform" the tasks they listed. Almost without excep-
tion, counselors distinguished the clerically-related tasks from those
more appropriately designated to guidance assistants, i. e., those that
were directly supportive of guidance and counseling, whether of Class
1 or Class 2. They also identified administrative tasks which, as
counselors, they were required to perform as providing role conflicts
detrimental to their work as counselors.

If Guidance Assistants Were Added to the Guidance Staff, What Changes Would be Effected in Counselor Behavior?

Questions five and six of the survey were designed to elicit
counselor perceptions of the scope and direction of possible change in

their behavior if guidance assistants were added to their staffs. Further, they attempted to probe counselors' attitudes regarding the extent to which they and their counselor-colleagues would be "free to judge the most appropriate use of the additional time" (time accrued by the addition of guidance assistants to perform many of the non-professionally demanding tasks).

The responses of secondary counselors to questions five and six were expressed in a variety of ways. The underlying thought in almost every case was that if guidance assistants were added the counselor would have more sorely-needed time to spend in individual and group counseling. Counselors also felt that it would be possible to do some preventive counseling rather than dealing continually with acute problems.

Only two counselors, both in junior high schools, questioned the advisability of removing them from the non-professionally demanding tasks. It was their feeling that perhaps the informal, non-counseling contact with students was important in developing a rapport which would ultimately make counseling easier and more effective.

Elementary counselors also strongly supported the idea that guidance assistants would make the counseling service more effective, not only with students but with teachers and parents as well. One counselor in a small elementary school felt that a guidance assistant would not be necessary in her situation but supported the idea in

larger schools.

Question six, regarding the extent to which the counselors would be free to judge the most appropriate use of their own time if guidance assistants were added, produced a variety of responses. Counselors in larger high schools (750+ ADM) were equally divided in their feelings. Only half believed they would be given the professional autonomy to decide what tasks they should assume. Counselors in small high schools (less than 750 ADM) indicated in a two-to-one ratio they felt they would be given autonomy in deciding what tasks would consume the time "freed" by the use of guidance assistants. Elementary counselors were confident they would be given the professional autonomy to judge the most appropriate use of their time with only two expressing concern that this decision would be made by the school administrator.

Summary

This chapter has investigated the overall program of the utilization of guidance assistants as described in the project. Various aspects, successes, short-comings, and problems encountered during the two training phases, both pre- and in-service, have been approached through examination of the findings of several instruments and procedures employed.

The concept of three types of tasks, reflecting three possible

roles for guidance assistants, Class 1, 2, and 3, and the appropriate-ness of tasks of each class for performance by guidance assistants was explored and responses to a 68-item questionnaire statistically ana-lyzed. The results of this analysis revealed that elementary subjects ranked Class 1 items to be more appropriate tasks for guidance assis-tants than did secondary subjects.

A short summary of the operation of the guidance assistant pro-gram in each of the nine project schools was presented.

The daily logs, reaction commentaries, and summary time-use assessments maintained or prepared by guidance assistants were examined. It was found that elementary guidance assistants tended to spend more time in tasks that were student-oriented than did second-ary guidance assistants. It was also found that the pre-service-developed plans of the school-building teams were altered during the in-service period; some tasks were added, and some were deleted.

Counselor and administrator attitudes toward the effectiveness of the program were developed by a nine-item questionnaire. The professionals responded positively to all items. However, the majority indicated that guidance assistants needed less instruction in theory and more practical content supportive of the guidance function.

Analysis of personal interviews indicated that the project was successful from the point of view of teachers and students in the pro-ject schools.

Responses to a state-wide survey of counselors' attitudes revealed that size and type of school notwithstanding, counselors were able to consistently identify non-professionally demanding tasks to which they and their counselor colleagues were regularly assigned. Further, in an assessment of counselors' perceptions of the extent to which they exercised professional autonomy in deciding the "best" use of their time, responses from elementary counselors and secondary counselors from smaller schools (less than 750 ADM) indicated belief in their ability to make such decisions with a high degree of autonomy, whereas counselors in larger secondary schools (750+) believed that they had less autonomy in making such judgments.

Conclusions and recommendations drawn from these findings will be presented in the following chapter.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The basic purpose of this study was to evaluate the effectiveness of guidance assistants as perceived by members of school building teams. This evaluation included an identification of appropriate role of guidance assistants, counselors, and administrators in their relationship with one another as team members. Role identification led to the delineation of those functions, duties, and tasks which the guidance assistant and those which the counselor can best perform in the school setting.

As was anticipated, the project brought to light issues of professional concern. The introduction of guidance assistants to the school guidance staff necessitated examination of the appropriate roles of the various members. The normal staffing pattern of guidance services has included only professional workers. Whatever services were performed were done by these professionals. A re-definition of role became necessary with the inception of the project.

Summary

Role Assessment

To assess perceptions toward role on the part of the groups of

subjects and how those perceptions may have changed during the course of the in-service (on-site) training phase, all subjects were pre and post-tested on a 68 item task appropriateness questionnaire. Usable responses were received from all subjects except administrators whose responses were generally incomplete.

The task appropriateness questionnaire was designed to reflect three possible roles (termed the "Classes" of tasks) for guidance assistants in a school setting. Class 1 consisted of those tasks which seemed to relate to and support guidance and counseling services, including both cognitive and affective factors. The tasks in Class 2 were task-oriented rather than student-oriented, including such duties as clerical, monitorial, escorting, and general routine duties. Although non-professionally demanding, such tasks often consume a large portion of the professional counselor's working day in either elementary or secondary schools. Class 3 was a grouping of tasks considered to be inappropriate when performed by guidance assistants. This class included tasks which are frequently perceived as usurping the professional's role when performed by a guidance assistant, as well as those tasks considered to be generally poor practices in education.

Results indicate a marked difference in perception of task appropriateness for guidance assistants between elementary subjects (both guidance assistants and counselors) and secondary subjects (both

guidance assistants and counselors). Student-oriented, Class 1 items were favored by the elementary subjects while task-oriented Class 2 items were favored by the secondary subjects. Both elementary and secondary groups tended to reject the inappropriate, Class 3 items.

These findings support the following observation: secondary counselors assume many Class 2 tasks and, in turn, assign many of these to guidance assistants in order that they themselves may engage in proportionately more Class 1 tasks. Elementary counselors assume fewer Class 2 tasks, and, in turn, need assign fewer such tasks to guidance assistants.

According to elementary guidance assistants' daily logs and time-use summaries, elementary counselors tended to assign them markedly more Class 1 tasks, non-professionally demanding, but nevertheless supportive of the elementary counselor's role in the school. The elementary guidance assistants spent two to three times more time at such functions as daily encounters with students whose behavior disorders or general maladjustments were hindering their classroom performance than did secondary guidance assistants.

On the other hand, secondary guidance assistants' logs and supporting time-use assessments reflect secondary counselors' assignments to them of the Class 2 tasks which tend to consume much of the typical secondary counselors' working day. Making changes in students' schedules of classes, maintaining the permanent record cards of

students' academic performance, gathering information for the coun-
selor or concerned teacher from students' cumulative folders, escort-
ing students to referrals such as nurse or administrator, obtaining
occupational information for students or teachers, removing out-dated
information from the career information files were assigned to the
guidance assistants. Counselors were anxious to be "rid" of these
duties, preferring to spend their time with student-oriented tasks
(namely counseling) for which they felt they had prepared most explicit-
ly.

The student-oriented bias of elementary subjects (both counselors
and guidance assistants) is expressed in the disproportionate amount
of time spent by these workers in direct contact with students, teachers,
administrators, parents, or significant others in the school setting.
This is in direct contrast to secondary subjects whose work, while it
puts them in direct contact with students and others, demands that
much of their time is spent in providing information services, main-
taining student records, preparing recommendations, the majority of
which are Class 2 functions. Hence, secondary subjects ranking of
Class 2 tasks as more appropriate for guidance assistant than Class 1
tasks was to be expected.

The state-wide survey conducted to determine the kinds of tasks
currently performed by counselors and to elicit counselors' percep-
tions regarding the impact the performance of those tasks has upon

counseling corroborated the findings from the project. Not only do

secondary counselors in the survey report far more time spent in

Class 2 tasks than do elementary counselors, but they are highly con-

sistent in the tasks they list to be assigned them by school administra-

tors. With similar consistency, secondary counselors indicate guid-

ance assistants to be the appropriate persons to assume many of the

non-professionally demanding tasks which they cite.

Effects of Training

The in-service phase for school-building teams was conducted

on-site in the respective schools. During this school-year-long

period, time was available for teams to develop a "style" of working

together. The purpose of the six week pre-service was for the guid-

ance assistants to receive instruction in the fundamental operation of

schools and their guidance services, e.g., the rudiments of individual

assessment, psychology of the individual, educational philosophy, and

interpersonal relations. At the same time, counselors were learning

skills in supervision, an area omitted from standard counselor educa-

tion programs. Also, they were provided opportunity to investigate

their professional role in terms of the question, "What tasks are pro-

fessionally demanding?" Administrators planned for the introduction

of the new workers into the school's total staffing pattern and reviewed

what they hoped a comprehensive guidance program would provide in

terms of services to students and others in the school.

During the pre-service training the team members became well acquainted and most grew comfortable with the prospect of working together during the in-service phase. Much time was spent on planning activities to fit the guidance assistant into the school's pattern of operations. In some cases, whole new guidance programs were written, with the apparent anticipation that the new workers would provide opportunity to serve students' and teachers' needs in new and expanded ways. While this anticipation was both understandable and potentially sound, the programs in each case had to be modified. The guidance assistants simply could not assume all the tasks that the planners had delineated.

The weeks of pre-service training of team members served to develop congruent attitudes toward tasks considered appropriate for guidance assistants, and those not appropriate, "classness" of tasks notwithstanding. This congruence of perception was carried into the in-service phase where planning done in the pre-service phase was effected. Given this background of common experience it is not surprising that the analysis of the questionnaire revealed few significant shifts in attitude between groups over the in-service period.

A comparison of mean score shift value for each group of subjects on each class of item revealed no significant difference to have occurred.

When score shift values of elementary and secondary guidance assistants were compared with elementary and secondary counselors on individual questionnaire items, only one comparison of the 68 showed a significant difference.

When score shift values of elementary guidance assistants and counselors were compared with secondary guidance assistants and counselors on each item, a significant difference was found on five items, four of which were seen by secondary subjects to be more helpful at the conclusion of the in-service phase. Three of the four items so rated were Class 1 items. This higher favoring of these Class 1 items indicates that the experience of the in-service phase produced some significant change in attitude among secondary subjects although they still tended to prefer Class 2 items as more appropriate tasks for guidance assistants. The data do not allow a prediction of the effect of a longer period of in-service experience.

Job Title

One particular point of interest and concern which emerged is that of job title--guidance assistant. As the introduction to this study pointed out, the project was federally funded as an "Institute to Prepare Support Personnel to Assist Counselors in Disadvantaged Elementary and Secondary Schools." The "support personnel" were termed "counselor aides" in the initial plans for the Institute and subsequently

in publications issued prior to and materials prepared for the pre-service training. During the pre-service training, the paraprofessionals themselves and soon thereafter, the professionals, commented that they disliked the title "aide," preferring a title conferring more status or accord to the new workers. The term "aide" they equated with the less-trained or less prepared worker in institutions such as hospitals. Hence, the term "assistant" grew in favor. In some schools the title is now "counselor assistant," in some few it is still "counselor aide," but in most it is "guidance assistant." There appears no reason to believe that change of title from "aide" to "assistant" changed attitude toward task appropriateness over the course of the in-service period.

Problems Encountered

During the pre-planning for the overall project many professional and administrative concerns were discussed. Some of the anticipated difficulties were actually encountered. Others proved to be mere conjecture, not substantiated by experience. The fact that these possible problems had been considered in advance aided in their solution.

The difficulties anticipated by each of the groups invoked in the project differed widely. For school administrators they were largely "how to" problems. These included the whole process of setting up a new position, with job description, job title, role perogatives.

Another problem was interpretation of the new project to the teachers

and other professionals in the school so that they would utilize the

guidance assistant's developing skills rather than ignoring, rejecting,

or resenting their would-be helper.

Counselors were primarily concerned that professional standards

should be maintained. They wondered whether the guidance assistant

might try to "take over," but they were even more concerned lest the

administrators, caught in the financial bind between increasing demand

for services and limited budget, might tend to encourage assignment

of duties to the guidance assistant that were essentially professional

in nature.

Some of the professionals overestimated the extent to which the

guidance assistant might facilitate program expansion. Others doubt-

ed that adequate time would be set aside during school hours for

planning and evaluating. Still others were concerned about the continu-

ation of the more formal aspects of the guidance assistants' training.

The guidance assistants also had concerns. Some were resent-

ful, feeling that their skills and understandings were under-utilized,

or utilized in ways that appeared totally unlike or inconsistent with

those functions for which they had planned during the pre-service.

Elementary guidance assistants typically found themselves assigned

what appeared to be tutoring jobs, sometimes under the direct super-

vision of a teacher, rather than the counselor. In every case but one,

secondary guidance assistants faced a dilemma of being given assign-

ments and directions by all counselors on the staff. When this

occurred, not only were they unable to work in accord with the pre-

service-developed plans, but also they were unable to remove any but

a fraction of the total workload of the particular counselor with whom

they had trained and with whom they were ostensibly assigned to work.

Rather than asserting administrative leadership when such problems

developed, the team administrator frequently demonstrated a lack of

awareness of the problem, which may have been reflective of a lack of

involvement with the other two team members.

The guidance assistants established rapport with students read-

ily, undeniably a positive aspect of the project. Indeed, in almost

every case, guidance assistants experienced some students seeking

their aid rather than the counselor's. Some guidance assistants, not

understanding the diagnostic skills required of the counselor in the

design of a program to meet the needs of individual students, were

known to have said, "We do the same things as counselors; why should

we be paid so much less?"

It became evident that the problem of defining and re-defining

one's own role was only one aspect of the challenge. An even more

important task was defining, understanding, and accepting the role

of the person with whom one was to work. This was equally true of

professionals and guidance assistants as they entered into a new,

sensitive, and complex relationship.

Conclusions

Based upon the findings of this study, the following conclusions are drawn:

1. Utilization of guidance assistants to perform non-professionally demanding tasks can expand the scope and level of professional services within elementary and secondary schools.

2. Flexibility of the guidance assistants' roles in meeting requirements of the various school settings needs to be maintained. At the same time, guidance assistants' basic role specifications and prerogatives need to be clearly defined in order to prevent either their under-utilization by unconvinced counselors or their over-utilization by administrators faced with personnel shortages.

3. Pre-service training of guidance assistants should be conducted to develop communication skills as well as to develop the basic understandings needed for success during their first in-service work experience. Such pre-service training should be designed to enhance their self-confidence and encourage their efforts to learn, both during the in-service phase and in supplementary training, as available.

4. Orientation of both administrators and counselors with whom the guidance assistants will be working needs to be conducted. Special emphasis must be placed upon consideration of the new and challenging

leadership role the counselors are called upon to perform in supervising the guidance assistants.

In addition to the basic orientation of professional workers, a portion of the pre-service training phase should be reserved for team planning. This period should include practicum experiences where counselors and guidance assistants plan, try out, and evaluate their team approach, under the close supervision of the training staff.

Recommendations

Recommendations for consideration and future study follow:

1. The findings of this study indicate that guidance assistants can make distinct contributions to the extension and improvement of the human services work conducted by school counselors. As has been the case in comparable studies of other paraprofessional workers, what remains to be studied further is just how great this contribution is, what factors produce it, and what can be done to increase it.

2. The functions of individual guidance assistants and of the professionals with whom they work must be developed reciprocally in terms of the dynamics of each specific situation. Role definition, which provides security, must be balanced with role development, which allows needed flexibility and scope to respective projects.

3. The necessary judgment required for guidance assistants' work must be supplemented by the professional counselors', of whom

the guidance assistants may be seen as extensions. Thus, much of

counselor education time must continue to be devoted to the develop-

ment of professional judgment. Further, counselors need to develop

increased skills in professional planning based upon the products of

research, on planning, carrying out, interpreting, and translating re-

search and theory into practice. This kind of training is not so rele-

vant to the guidance assistant who is acting out his role. The training

is applicable, indeed increases in importance, for the counselor who

supervises and judiciously utilizes the guidance assistants' developing

skills and understandings. This is what makes short-term training of

guidance assistants feasible and desirable. Further, it can contribute

greatly to needed economy in the utilization of the scarce commodity

of professional counselors. It is in the capacity to perform these func-

tions that the most important distinction between the guidance assistant

and the counselor lies, rather than in questions of which is most

effective at working with students. With this concept in mind, there is

a distinct difference between guidance assistants and counselors. As

has been pointed out, guidance assistants are not merely miniature,

less-costly models of the latter.

    4. Pre-service training needs to be sufficiently differentiated

to meet the special needs and characteristics of guidance assistants.

Such variables as prior work experience and education, or level

(elementary or secondary) for which they are being trained, should be

considered. The differing needs of trainees may well make the community college, with its multiplicity of resources, a desirable training setting.

During the in-service training, continued formal training opportunities as work-study arrangements should continue for guidance assistants. Again, the community college may well be the most feasible setting.

5. A formal structure should be created through which guidance assistants are trained, certified, evaluated, and provided with opportunities for advancement. When school systems are ready to utilize such paraprofessional workers, this type of structure is necessary for a "career ladder" development.

Institutionalization can logically involve the cooperation of the community college in the development of both pre-service and in-service training. This would allow guidance assistants to ultimately assume roles requiring more knowledge and skills than those held by workers at the entry level.

Four-year colleges can also serve an integral purpose in the institutionalization of guidance assistants. In concert with local school districts and community colleges, they can provide the coordination to make available educational opportunities for the continued training of guidance assistants who may wish to advance to the professional level. Further, they can incorporate into their counselor-education

curriculum the expanded role concept of the counselor, as one not only increasingly skilled in the counseling function, but also one who is able to organize human and material resources in meeting the needs of students.

Institutionalization of guidance assistants or other paraprofessionals should also involve the incorporation of the program as an integral part of the school system, rather than as an extraneous and temporary addition. Goals, cooperative planning, opportunities for advancement through training available at each stage on a work-study basis, State certification, and continuous evaluation by an advisory group, are all necessary components of a total program.

BIBLIOGRAPHY

ACES corner: counselor aides in action. 1969. Counselor Education and Supervision 9: 61-63.

American Personnel and Guidance Association. 1965. The relationship of short term and specialized programs to the APGA policy statement on the counselor: professional preparation and role. Report of the Professional Preparation and Standards Committee. June, 1964. In: Subprofessional functions and short-term training, by C. H. Patterson. Counselor Education and Supervision 4: 145-146.

Archer, Vern B. November, 1966. Auxiliary personnel. Washington Education. n.p. (reprint)

Auxiliary personnel in the elementary school. 1967. National Elementary Principal 46(6): 6-53.

Banks, George, Bernard G. Berenson, and Robert R. Carkhuff. 1967. The effects of counselor race and training upon counseling process with Negro clients in initial interviews. Journal of Clinical Psychology 23: 70-72.

Baynham, Dorsey and J. Lloyd Trump. 1961. Guide to better schools. Chicago, Rand-McNally.

Bergin, Allen E. and Sandra Solomon. 1963. Correlates of empathic ability in psychotherapy. Summary of a paper presented at the 1963 annual convention of the American Psychological Association 18(7): 393.

Bowman, Garda and Gordon J. Klopf. 1967. Auxiliary school personnel: their roles, training, and institutionalization. New York, Bank Street College of Education. 43p.

_____ 1968. New careers and roles in the American school. New York, Bank Street College of Education. 256p.

Brenton, Myron. 1970. What's happened to teacher? New York, Coward-McCann. 271p.

Brown, Barbara. 1970. Teachers' reaction to paraprofessionals. A report of the Pupil Personnel Services Demonstration Center.

Conyers, Georgia, Rockdale County Public Schools. 5p.
(xeroxed)

Campbell, D. T. 1950. The indirect assessment of social attitudes.
Psychological Bulletin 47: 15-38.

Carkhuff, Robert R. 1969. Helping and human relations: a primer
for lay and professional helpers. vol. 1, New York, Holt,
Rinehart, and Winston. 298p.

_____ 1969. Helping and human relations: a primer for
lay and professional helpers. vol. 2, New York, Holt, Rine-
hart, and Winston. 343p.

Carkhuff, Robert R., Daniel Kratochvil, and Theodore Friel. 1968.
Effects of professional training: communication and discrim-
ination of facilitative conditions. Journal of Counseling Psychol-
ogy 15(1): 68-74.

Carkhuff, Robert R., G. Piaget, and Richard Pierce. 1968. The
development of skills in interpersonal functioning. Counselor
Education and Supervision 7: 102-106.

Carkhuff, Robert R. and Richard Pierce. 1967. Differential effects
of therapist race and social class upon patient depth of self-
exploration in the initial clinical interview. Journal of Consult-
ing Psychology 31(6): 632-634.

Carkhuff, Robert R. and Charles B. Truax. 1965. Training in
counseling and psychotherapy: an evaluation of an integrated
didactic and experiential approach. Journal of Consulting
Psychology 29(4): 333-336.

Cavins, David A. 1969. The guidance assistant project: systematic
training. Deerfield, Illinois, Deerfield Public Schools, 109.
8p.

Central Michigan College. 1955. A cooperative study for the better
utilization of teacher competencies. A report of the first two
years of the study. Mount Pleasant. 17p.

Clarke, Johnnie. R. 1966. Proposal for a teacher's aide program: a
two-year program in a community junior college can fill a vital
social and classroom need. Junior College Journal 36: 43-45.

Collins, Eldrige and Mitchell Wade. March, 1967. Teacher aides, filling a need long recognized by educators: creating opportunities and problems. Florida Schools. p. 20-24.

Emmerling, Frank C. and Kanawaka Z. Chavis. 1966. The teacher aide. Educational Leadership 24:175-182.

Erickson, Joan E. and E. L. Anderson. 1970. A study of counselor-student contact at Corvallis High School. Corvallis, Oregon. (unpublished)

Gartner, Alan. 1969. Do paraprofessionals improve human services: a first critical appraisal of the data. New York, New Careers Development Center, New York University. 45p.

Giles, Eugene. 1970. Preliminary report on possible activities of paraprofessionals and professionals in pupil personnel services. Spokane, Washington, Intermediate School District 102. 14p. (mimeograph)

Gordon, Jesse E. 1965. The concern for cause. Counselor Education and Supervision 4(3):131-141.

Haase, Richard F. and Dominic J. DiMattia. 1969. The application of the microcounseling paradigm to the training of support personnel in counseling. Amherst, Massachusetts, University of Massachusetts. 10p. (mimeograph)

Hansen, D. A. 1965. Functions and effects of 'subprofessional' personnel in counseling. In: Counselor Development in American Society: Conference recommendations from an invitational conference on government-university relations in the professional preparation and employment of counselors, by J. F. McGowan (ed.). Washington, D. C., U. S. Dept. of Labor and U. S. Dept. of Health, Education, and Welfare. 306p.

Harrison, Raymond H. 1969. The selection, orientation, and use of teacher aides: handbook and guide. Fresno, California. 51p.

Hart, Darrell H. and Donald J. Prince. 1970. Role conflict for school counselors: training versus job demands. Personnel and Guidance Journal 48(5):374-379.

Harvey, L. V. 1964. The use of non-professional auxiliary counsellors in staffing a counselling service. Journal of Clinical Psychology 11(4):348-351.

Hirschhorn, Boris. 1969. Employment of paraprofessionals. A
    progress report of a demonstration project under NDEA Title
    V-A, Guidance and Counseling, 1968-1969, in the Oceanside,
    New York Public Schools. 15p. (xerox)

Hobson, Arline. 1968. Paraprofessionals develop professional
    skills. In: Aides to teachers and children, by Sylvia Sunderlin
    (ed.). Association for Childhoof Education International. Bull.
    24-A. Washington, D. C. 65p.

Hornburger, Jane M. 1968. The teacher and the paraprofessional.
    In: Aides to teachers and children, by Sylvia Sunderlin (ed.).
    Association for Childhoof Education International. Bull. 24-A.
    Washington, D. C. 65p.

Kennedy, E. G. and R. Wray Strowig. 1967. Support personnel for
    the counselor: their technical and non-technical roles and
    preparation. A statement of policy adopted by the American
    Personnel and Guidance Association, November, 1966. Per-
    sonnel and Guidance Journal 45(8): 857-861.

Krantz, Harry. 1964. A crash program to aid disadvantaged youth.
    The Guidepost, a newsletter of the American Personnel and
    Guidance Association 6(6): 3-6.

Leland, Arthur L. et al. 1969. Interim report on the Amherst train-
    ing program for secondary school guidance center aides and
    resource center aides. Amherst, Massachusetts, Amherst-
    Pelham Regional Schools. 87p.

McCrory, Margaret Anne. 1969. The counselor assistant project:
    final report. Rochester, New York, University of Rochester,
    College of Education. 118p.

McQueen, Mildred (ed.). 1969. Teacher and guidance aides. Three-
    part research report of Guidance Subscription Service, Science
    Research Associates. Chicago. 12p.

Martin, James C. and Robert R. Carkhuff. 1968. Changes in per-
    sonality and interpersonal functioning of counselors in training.
    Journal of Clinical Psychology 24: 109-110.

Massachusetts School Counselors Association. 1969. Professional
    Development Committee. Secondary school guidance programs
    for the 1970's: roles and functions. Wayland, Massachusetts.
    22p. (mimeograph)

Munger, Paul F., Roger A. Myers, and Darine F. Brown. 1963.
    Guidance institutes and the persistence of attitudes: a progress
    report. Personnel and Guidance Journal 41(5):415-419.

National Education Association. 1967a. A statement by the National
    Commission on Teacher Education and Professional Standards
    on auxiliary school personnel. Washington, D. C. 18p.

_____ 1967b. Teacher aides in the public schools. NEA
    Research Bulletin 45(2):37-39.

_____ 1967c. How the profession feels about teacher
    aides; how teacher aides feel about their jobs. NEA Journal
    56(8):16-19.

_____ 1970. Report of the NEA task force on paraprofes-
    sionals. Prepared for presentation to the 1970 Representative
    Assembly of the National Education Association. Washington,
    D. C. 18p.

Noar, Gertrude. 1967. Teacher aides at work. Washington, D. C.,
    Commission on Teacher Education and Professional Standards
    of the National Educational Association. 40p.

The Non-professional in the educational system. 1966. Community
    Action Program. Washington, D. C., U. S. Office of Economic
    Opportunity, Department of Health, Education, and Welfare.
    20p.

Odgers, John G. 1964. Cause for concern. Counselor Education and
    Supervision 4(1):17-20.

Oregon Education Association. 1968. Staffing Oregon's schools:
    the use of auxiliary personnel. A report of the Educational
    Policies Commission. Portland. 16p.

Patterson, C. H. 1965. Subprofessional functions and short-term
    training. Counselor Education and Supervision 4(3):144-146.

_____ 1969. Foreword. In: Helping and human rela-
    tions: a primer for lay and professional helpers, vol. 2, by
    Robert R. Carkhuff, New York, Holt, Rinehart and Winston.
    298p.

Pearl, Arthur. 1967. A critical look at teacher training. A working paper designed and developed at the University of Oregon, School of Education, Eugene. 23p. (mimeograph)

_____ 1968. New careers and model cities. A paper for the Center for Community Planning. Department of Health, Education, and Welfare, Washington, D. C. n. p. (mimeograph)

Perkins, Bryce. 1966. Getting better results from substitutes, teacher aides, and volunteers. Englewood Cliffs, N. J., Prentice-Hall. 64p.

Perrone, Phillip A., T. Antoinette Ryan, and Franklin R. Zeran. 1970. Guidance and the emerging adolescent. Scranton, Penn., International Textbook. 260p.

Pierce, Richard, Robert R. Carkhuff, and Bernard G. Berenson. 1967. The differential effects of high and moderate level functioning counselors upon counselors-in-training. Journal of Clinical Psychology 23:212-214.

Poser, Ernest G. 1966. The effect of therapists' training on group therapeutic outcome. Journal of Consulting Psychology 30(4): 283-289.

Rademaker, Elizabeth S. 1969. Development of a manual for training teacher aides. Doctoral Dissertation. University of Oregon, College of Education, Eugene. 310 numb. leaves.

Rioch, Margaret J. 1966. Changing concepts in the training of therapists. Journal of Consulting Psychology 30(4):290-292.

Rioux, J. William. 1966. At the teacher's right hand. American Education 2(1): 5-6.

Rittenhouse, Carl H. 1969. PREP: a kit of nine documents relating to paraprofessional aides in education, written for the U.S. Office of Education, Office of Information Dissemination, Washington, D. C.

Rochon, Louis F. 1969. The emerging role of the teacher aide in Oregon public schools. Doctoral Dissertation, Oregon State University, School of Education, Corvallis. 188 numb. leaves.

Rochon, Louis F. 1970. Differential staffing: concept or model. Roseburg School District, Roseburg, Oregon. 57p.

Rosenbaum, Max. 1966. Some comments on the use of untrained therapists. Journal of Consulting Psychology 30(4): 292-294.

Salim, Mitchell and H. Jane Vogan. 1968. Selection, training, and functions of support personnel in guidance: the counselor, assistant project. Counselor Education and Supervision. Special publication (spring) p. 227-236.

Shaw, Marvin E. and Jack M. Wright. 1967. Scales for the measurement of social attitudes. New York, McGraw-Hill. 604p.

State Board of Education. 1967. Recommendations of the State Board of Education for the employment and utilization of school service aides and instructional assistants. Bull. no. 113-67. Olympia, Washington. 4p.

State Board of Education. 1968. Oregon rules and guidelines for teacher aide training, function, and assignment. Adopted January 23, 1968. Salem, Oregon. 10p.

_____ 1969. Identifying local guidance needs. An unpublished survey of opinions of counselors and principals in secondary schools of varying size. Salem, Oregon.

Stewart, Bill F. 1970. The role of the para-professional in Oregon secondary schools. Doctoral Dissertation. Eugene, University of Oregon, College of Education. 169 numb. leaves.

Strowig, R. Wray. 1968. Prospects for use of support personnel in counseling. The Guidepost, a newsletter of the American Personnel and Guidance Association 11(1): 5-6.

_____ March 14, 1969. Personal communication.

Teacher Standards and Practices Commission. 1969. Opinionnaire Summary. State Board of Education. Salem, Oregon. 3p.

Thorlacius, Jon M. 1969. Relationship between aide utilization and selected characteristics of teachers and aides. Doctoral Dissertation. University of Oregon. College of Education, Eugene. 116 numb. leaves.

Truax, Charles B. and James L. Lister. 1970. Effectiveness of counselors and counselor aides. Journal of Counseling Psychology 17(4):331-334.

Wrenn, C. Gilbert. 1965. Crises in counseling: a commentary and (possibly) a contribution. In: Counselor development in American society: conference recommendations from an invitational conference on government-university relations in the professional preparation and employment of counselors, by J. F. McGowan (ed.), Washington, D. C., U. S. Department of Labor and U. S. Department of Health, Education, and Welfare. 306p.

Wright, Betty A. 1969. Teacher aides to the rescue. New York, John Day. 208p.

Zeran, Franklin R. 1969. An institute to prepare support personnel to assist the counselor in disadvantaged elementary and secondary schools. A proposal for a grant from the U. S. Office of Education under grant authority: P. L. 89-329, as amended, Title V, Part D.

APPENDICES

APPENDIX 1

Guidance Assistants' Personal Data

School	Sex	Age	Marital Status	Educational Attainment	Work Experience
E-1	F	19	S	HS Grad.	--
E-2	F	25	S	HS Grad.	Clerical
E-3	F	42	S	B.A.	Housewife
E-4	F	20	S	HS Grad.	--
E-5	F	27	S	1 yr. Col.	Clerical
HS-1	F	19	S	HS Grad.	--
HS-2	F	49	M	HS Grad.	Housewife
HS-3	F	40	M	HS Grad.	Clerical
HS-4A	F	22	M	2 yr. Col.	Clerical
HS-4B	F	34	S	2 yr. Col.	Food Service

APPENDIX 2

Questionnaires Sent All Project Counselors and
Administrators to Assess Program Effectiveness

To: Counselors

Re: Project Evaluation, Institute to Prepare Counselor Aides

Will you please respond to the following questions, returning this
sheet with the questionnaire.

1. Do you believe that you have been able to delegate those activi-
   ties to the aide which were previously identified and stipulated?

2. Has the aide been able to relate to pupils?

3. Has the administrator really understood the project and, above
   all, has he accepted the aide and made more effective use of
   the counselor?

4. Have you accomplished more in terms of counseling with students
   and working with others?

5. Has the aide been able to apply her training, and does she apply
   it in areas which were identified and stipulated?

6. Have the students received more assistance in group work
   activities, e. g., orientation; occupational, educational and
   personal-social information exploration; group testing?

7. Wherein did the pre-service program fail and how can the de-
   ficiencies be rectified during this in-service year?

8. If the team has diverged from its pre-service-developed calen-
   dar, why was this so?

9. What tasks or activities were added to or deleted from the calendar? Why was this done?

To: Administrators

Re: Project Evaluation, Institute to Prepare Counselor Aides

Will you please respond to the following questions, returning this sheet with the questionnaire.

1. Has the counselor been able to delegate in a meaningful manner those activities which were previously identified and stipulated?

2. Has the counselor aide (assistant) been able to relate to the pupils?

3. Has the counselor accomplished more in terms of counseling with pupils and working with members of the school staff, parents, and significant others?

4. Has the counselor aide been able to apply his training...and, did he apply it in those activities which were identified and stipulated?

5. Have the pupils received more assistance in group work activities such as orientation; occupational, educational and personal-social information exploration; group testing?

6. Wherein, from the vantage point of early in the in-service year, did the pre-service program fail and how can the deficiencies be rectified in the in-service phase (how, if it did, is your school rectifying the deficiencies) of the project?

7. If the team diverged from its pre-service-developed calendar of activities, why was this so?

8. What tasks, activities, or events have been added to or deleted from the calendar of activities? Why was this done?

APPENDIX 3

Questionnaire Administered All Subjects to Determine Attitude
Toward Appropriateness of Tasks Performed by Guidance Assistants

How helpful to the students and the school do you think it would be if a
guidance assistant did this? Check each item in the appropriate
square.

Very Helpful	Somewhat Helpful	Somewhat Harmful	Very Harmful		Class of Item
□	□	□	□	1. Talking quietly with a student who is upset.	1
□	□	□	□	2. Stopping students from fighting.	3
□	□	□	□	3. Playing games with students, e.g., guessing or rhyming games.	1
□	□	□	□	4. Giving most attention to students you know best.	3
□	□	□	□	5. Preparing audio-visual materials (charts or graphs) at the counselor's request.	2
□	□	□	□	6. Typing.	2
□	□	□	□	7. Preparing bulletin board displays on guidance.	2
□	□	□	□	8. Preparing questions on forms for students to answer.	3
□	□	□	□	9. Helping students learn to settle arguments without fighting.	1
□	□	□	□	10. Making exceptions to the rules where you believe them to be wrong.	3

Very Helpful	Somewhat Helpful	Somewhat Harmful	Very Harmful			Class of Item
☐	☐	☐	☐	11.	Comforting and supporting a student who feels as though he has been treated unfairly by a counselor, teacher, or administrator.	3
☐	☐	☐	☐	12.	Listening to students talk about themselves.	1
☐	☐	☐	☐	13.	Talking with students about what they're doing when they are playing outside of the building.	1
☐	☐	☐	☐	14.	Listening to a student tell a story or anecdote.	1
☐	☐	☐	☐	15.	Operating equipment, e.g., film projector or record player.	2
☐	☐	☐	☐	16.	Checking routinely on the health of students.	1
☐	☐	☐	☐	17.	Taking attendance daily.	2
☐	☐	☐	☐	18.	Calling home when students are absent from school.	2
☐	☐	☐	☐	19.	Writing for vocational/occupational information.	2
☐	☐	☐	☐	20.	Filing and cataloguing materials for guidance.	2
☐	☐	☐	☐	21.	Running a duplicating machine.	2
☐	☐	☐	☐	22.	Deciding which students need to work together in a group.	3
☐	☐	☐	☐	23.	Explaining school rules to students.	1
☐	☐	☐	☐	24.	Keeping records, e.g., attendance records.	2
☐	☐	☐	☐	25.	Requesting information about a student from another social agency, e.g., Juvenile Dept., Welfare Dept.	1

Very Helpful	Somewhat Helpful	Somewhat Harmful	Very Harmful		Class of Items
□	□	□	□	26. Taking charge of groups of students, e.g., on busses, in hallways, lunchroom.	2
□	□	□	□	27. Helping a teacher or counselor plan trips with students.	1
□	□	□	□	28. Deciding what a student should study.	3
□	□	□	□	29. Helping students learn how to use the bathroom.	1
□	□	□	□	30. Writing for college/training school catalogs.	2
□	□	□	□	31. Helping students learn the proper use of tools or equipment.	2
□	□	□	□	32. Helping a student learn to use a teaching machine.	2
□	□	□	□	33. Helping students secure college/training school applications.	2
□	□	□	□	34. Telling a student who is misbehaving what you really think of him.	3
□	□	□	□	35. Seeing that a student eats all of his lunch.	3
□	□	□	□	36. Explaining to a student what happened at school or in a group session when he was absent from school.	1
□	□	□	□	37. Taking students home who are sick or injured.	2
□	□	□	□	38. Helping students fill out college/training school applications.	2

Very Helpful	Somewhat Helpful	Somewhat Harmful	Very Harmful			Class of Item
□	□	□	□	39.	Teaching students a subject, e.g., math, reading.	3
□	□	□	□	40.	Sing with a group of students.	1
□	□	□	□	41.	Helping students get ready to put on a program or an assembly.	1
□	□	□	□	42.	Taking notes at meetings when asked.	2
□	□	□	□	43.	Attending faculty meetings.	1
□	□	□	□	44.	Giving students information about their school transcript, i.e., record of grades earned over time.	2
□	□	□	□	45.	Taking charge of a class or group when a teacher or counselor is absent.	3
□	□	□	□	46.	Making arrangements for the use of equipment.	2
□	□	□	□	47.	Checking supplies and/or resource material.	2
□	□	□	□	48.	Proctoring a group achievement test.	2
□	□	□	□	49.	Helping students improve their special skills, e.g., in the gym, sewing, dancing.	1
□	□	□	□	50.	Helping students improve their manners.	1
□	□	□	□	51.	Administering individual interest inventories to students.	2
□	□	□	□	52.	Weighing or measuring students.	2
□	□	□	□	53.	Calculating the grade point averages of students' records.	2

Very Helpful	Somewhat Helpful	Somewhat Harmful	Very Harmful			Class of Item
□	□	□	□	54.	Helping students learn to do something new and perhaps a little more difficult than they think they can do.	1
□	□	□	□	55.	Lending money to a student when asked.	3
□	□	□	□	56.	Doing errands and carrying messages.	2
□	□	□	□	57.	Distributing information bulletins to student, e.g., college aptitude test applications.	2
□	□	□	□	58.	Encouraging students to make the most of themselves.	1
□	□	□	□	59.	Sorting mail.	2
□	□	□	□	60.	Writing down what a student is doing.	2
□	□	□	□	61.	Encouraging students to help each other.	1
□	□	□	□	62.	Getting the office/center ready for the next day.	2
□	□	□	□	63.	Filing materials in students' cumulative record folders.	2
□	□	□	□	64.	Helping students learn to play together, e.g., teaching them to take turns.	1
□	□	□	□	65.	Watching students from the back of the room or assembly area to prevent misbehavior.	2
□	□	□	□	66.	Helping a student look up information in a reference book.	2
□	□	□	□	67.	Giving the counselor/teacher information about a student which will help him in working with the student.	1

Very Helpful	Somewhat Helpful	Somewhat Harmful	Very Harmful		Class of Item
☐	☐	☐	☐	68. Attending meetings of profes-sional organizations with counselors, e.g., Oregon Personnel and Guidance Association.	1

Cover Letter Accompanying State-wide Mail Survey

OSU

OREGON STATE UNIVERSITY
SCHOOL OF EDUCATION

CORVALLIS, OREGON 97331

All around the country paraprofessionals (aides) are being added to school staffs, with the goal of releasing professional workers from many non-professionally demanding tasks. Through an EPDA-funded Institute at Oregon State University a group of Oregon schools is currently involved in such a project, training teams of counselor-aides, counselors, and administrators (by school teams) for effective utilization of the aides.

Role perception is a very important aspect of the study, and it is on this point that I am soliciting your help. Will you please respond to the questions on the attached sheet and return it to me at your earliest convenience.

Sincerely,

Joan E. Erickson

APPENDIX 5

State-wide Mail Survey to Gather Information on Counselors'
Attitudes Toward Non-Professionally Demanding Tasks

Oregon State University
Paraprofessionals in Guidance
Survey
March, 1970

1. Do you perform non-professionally demanding tasks? Yes   No

2. If you responded "Yes" to the above question, approximately
   what percentage of your assigned time is so spent?

   10%   25%   50%   More

3. Please list the non-professionally demanding tasks which come
   to mind and indicate by a check or some other mark preceding
   the listing whether or not your assigned responsibilities require
   you to perform them.

4. Will you also please indicate by noting in parentheses after the
   tasks you have listed above which class of worker should most
   appropriately perform them: (administrator) (clerical worker)
   (counselor aide).

5. If counselor aides were added to your guidance staff to assume
   the tasks you have listed, how do you believe that your own work
   would change?

6. As you view your school's policies, if counselor aides were
   added to your staff, would you and your counselor colleagues be
   free to judge the most appropriate use of the additional time?

Please feel free to comment upon any item.

Rank Order Responses on
Post-Test Questionnaire by Various Groups

Rank Order	Elementary Guidance Assistants Item No.	Elementary Counselors Item No.	Secondary Guidance Assistants Item No.	Secondary Counselors Item No.
1	12	6	1	5
2	58	7	33	19
3	64	12	30	43
4	1	14	38	67
5	13	58	44	33
6	61	43	52	44
7	67	67	12	53
8	68	1	19	57
9	3	16	20	38
10	9	20	25	63
11	39	39	42	20
12	21	61	53	68
13	7	63	57	30
14	14	64	58	1
15	43	3	66	3
16	45	13	67	7
17	54	19	68	12

Q_3 ————————————————————————————————————

18	20	42	7	21
19	25	47	9	27
20	27	48	23	51
21	41	50	45	58
22	42	54	48	61
23	48	56	51	6
24	49	66	60	8
25	60	45	63	9
26	62	5	5	13
27	63	8	8	14
28	66	9	13	23
29	16	15	14	25
30	8	22	16	42
31	19	23	22	48
32	23	25	26	56
33	29	27	27	60
34	36	29	36	62

Q ————————————————————————————————————

Appendix 6 Continued.

Rank Order	Elementary Guidance Assistants Item No.	Elementary Counselors Item No.	Secondary Guidance Assistants Item No.	Secondary Counselors Item No.
Q				
35	37	36	32	64
36	46	37	37	11
37	47	41	46	22
38	50	51	47	29
39	57	60	54	31
40	15	68	61	32
41	22	10	3	36
42	26	21	6	46
43	56	30	15	47
44	2	31	21	49
45	32	46	29	66
46	40	49	31	16
47	5	57	43	24
48	6	59	50	50
49	24	62	56	54
50	28	2	62	55
51	30	4	64	59
Q_1				
52	31	24	2	2
53	35	32	28	4
54	51	38	35	18
55	52	40	40	15
56	17	41	44	37
57	18	52	49	40
58	33	65	55	41
59	38	11	59	65
60	53	17	65	34
61	55	18	17	26
62	59	28	11	52
63	65	33	18	10
64	4	35	39	17
65	44	26	24	45
66	10	34	4	28
67	11	53	34	39
68	34	55	10	35