IDENTIFICATION AND DESCRIPTION OF THE ROLES OF A SPECIAL EDUCATION TEACHER TRAINING AND SUPERVISING A PARAPROFESSIONAL

By

Joan Marie Jensen Goodship

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ABSTRACT

IDENTIFICATION AND DESCRIPTION OF THE ROLES
OF A SPECIAL EDUCATION TEACHER
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Special education teachers in the severely multiply impaired classrooms have the responsibility for the instructional program and coordinating the activities of paraprofessionals and supportive personnel (Michigan State Board of Education, 1983). Despite the mandated responsibility the identification and description of the roles of the special education teacher as related to training and supervising paraprofessionals has received very limited attention by educational researchers. This ethnographic study identified and described the roles of the special education teacher in the performance of the added duties of training and supervising a paraprofessional.

A case study was selected to develop an in-depth understanding of the role functions a teacher assumed when paraprofessionals are employed. One special education teacher and one paraprofessional, within a severely multiply impaired classroom, were studied over a period of seven school months. Data collection during this period of time included (a) daily observations, (b) structured and non-structured interviewing with the participants and (c) review of internal and external documents. The process of analysis followed a cyclical pattern whereby the researcher used feedback from each observation and interview to modify earlier information. The data collection cycle was repeated until consistent patterns in the role functions were identified.

Six research questions guided the study focusing on the conceptual issues of training and supervising a paraprofessional by a teacher. The research questions included (a) the special education teacher's and paraprofessional's definition of training and supervising, and (b) practices evident in providing training and supervising for a paraprofessional.

Findings of the study indicated that the professional developed a management process, similar to that of Blanchard and Johnson's The One Minute Manager, which guided him in training and supervising a paraprofessional. The elements of training practiced by the teacher included (a) modeling, (b) feedback and coaching, (c) written instructions, (d) role-playing, and (e) charting with comments. The elements of supervision practiced by the teacher included (a) a team

approach, (b) joint and individual conferences, (c) feedback, praise, and redirection, (d) serving as a mentor to his staff, and (e) evaluation.

Based on effective management practices evident in this study, it appears feasible to implement a training program for teachers, at both the preservice and inservice levels, to develop the competencies for training and supervising paraprofessionals.

DEDICATION

Bill, My Husband
Mr. & Mrs. Howard O. Jensen, My Parents
and My Children:
Paul Michael, Marie, Jane, Carol,
Kirk O., Helen Tower and Guy Goodship

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This dissertation is the product of collaborative teamwork. Dr. Banks Bradley first encouraged me in this endeavor when I was teaching at the high school and supervising a student teacher under his direction. My life had been suddenly interrupted and I was contemplating returning to the university. His directions, encouragement, and faith in me has helped make this dissertation a reality. Banks favorite phrase, "Hang in there," followed with me through completion. He not only was my Committee Chairperson, but mentor and coach. Dr. Robert Hatfield's conceptualization of the whole study and organization assisted me towards the final product. Without Bob's help this would have taken much longer. Dr. Susan Melnick's "down to earth" and specific suggestions started me in the right direction. Dr. C. Mange realized the importance of an ethnographic study in the special education classroom training and supervising paraprofessionals. Dr. C. Henley, who is now retired, encouraged and gave support to an ethnographic study regarding paraprofessionals. These team members have been a part of my life for several years and deserve a special, "Thanks for everything!"

The teacher and paraprofessional in the study deserve special recognition, but due to the anonymity of the study cannot be specifically named. However, their cooperation, interest in the study, and enthusiasm assisted me toward the final product. I will forever be grateful to them. The other staff in this school and administrators

also deserve acknowledgement. Without the permission of the two Bill's this would not have been possible. To another educator in this district, Marge, goes special recognition for her commitment and dedication to the students, parents and staff in this school district.

To the students in this classroom and school, an extra special "Thanks!" They taught me other things including the importance of touch and caring. I learned from them the importance of the "little things" in life that really count. They touched my life and it has made a difference.

However, a dissertation is not only the product of a study and colleagues. One's predispositions are the result of a lifetime. In that vein, I owe special thanks to my Mom and Dad, Hermaine and Howard Jensen. My only regret is that my Dad passed away April 16th, and will not be able to read the completed dissertation. My Mother, being a retired school teacher, shaped my early notions of excellence. My Dad instilled in me that "nothing was impossible." It all depended upon one's desire to succeed, accompanied by "hard work," and confidence in one's self. My parents' expectations have been a mainstay of my life. Their expectations are summed up by Epicurus:

> The greater the difficulty the more glory in surmounting it. Skillful pilots gain their reputation from storms and tempests.

For my sister, Janis, and my two brothers, Howard and Gordon, a special thanks for being a part of our family and my life. The love for my children has been the impetus to complete this study. May this

dissertation stand as a reminder to them that it's never too late to start anew! With God as a companion all things are possible. May they continue to be lifelong learners in their own field of endeavors. Thanks to Janie and Helen for their time put in reading pages and "putting up" with the typewriter constantly for several years. Carol and Kirk's good sense of humor encouraged me on to the finish. Now may the typewriter rest . . . at least for a few days!

This dissertation would not have been possible without the typing and revisions performed by Sandy Beagle. Her understanding and cooperation will long be remembered. "Thanks, Sandy!"

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CHAPTER I

The Problem

Introduction

Special education programs throughout the country are demonstrating that the paraprofessional is a successful part of the delivery of instruction to handicapped children. As the range of handicapped students in schools increases and the need for individualized instruction to promote learning is emphasized, the role of the paraprofessional becomes more critical and important. Within this context the responsibilities of training the paraprofessional, of determining aide functions, and of managing and supervising the aide have fallen on the shoulders of the teachers (Kiser, 1981). This study addressed the concerns that prior to employment special education teachers are inadequately prepared to train and supervise paraprofessionals. Using an ethnographic approach the roles of a special education teacher for training and supervising a paraprofessional were identified and described.

This chapter provides background for the study, identification and description of the problem, identification of the general research questions, and states the purpose of the study. Also included are definitions of terms used, assumptions and limitations of the study.

Background

During the 1970's the U. S. Congress enacted two piece legislation that opened wide to all handicapped individuals the opportunity to participate more fully in the mainstream of American Education. This legislation is Section 504 of the Vocational Rehabilitation Act of 1973 (P. L. 93-516) and the Education for All Handicapped People Act of 1975 (P. L. 94-142). Public Law 94-142 represents one of the most significant commitments ever made in American public education. The law mandates (a) equal educational opportunity for all handicapped children, (b) free and appropriate education, (c) placement in regular public school settings with their non-handicapped peers to the extent that it is feasible, (d) cooperatively written individualized educational plans, (e) provision of special education and related services as needed, and (f) observance of handicapped children's and their parents' due process rights.

Prior to the passage of Public Law 94-142, the educational needs for many institutionalized mentally impaired students were not being met. Once this law was enacted, in 1975, states were required to provide services for all handicapped students, including the institutionalized population. This act mandated that paraprofessionals be used along with certified teachers based on the assumption that paraprofessionals enable teachers to be more effective in providing individualized programming for students. It has been assumed that teachers trained to use paraprofessionals effectively can improve the

educational opportunities provided to handicapped students (Kiser, 1981).

All schools in Michigan are mandated to abide by the Michigan Special Education Rules, effective August 12, 1983. The Michigan Special Education Rules are very significant for handicapped individuals as they provide higher standards than to P. L. 94-142. Based on these rules handicapped individuals in Michigan have a right to a free and appropriate education to age twenty-six. These rules also include directories for administration of programs and services. The Severely Multiply Impaired program is governed by these rules.

The Severely Multiply Impaired classroom in this study (located in the Spartan Intermediate School District*) is governed by the following rules from the following rules from R 340.1747:

SEVERELY MULTIPLY IMPAIRED PROGRAMS

1. An instructional unit for the severely multiply impaired shall consist of at least one teacher and two instructional aides for a maximum of nine students. At least one full-time teacher and one full-time aide shall be employed in every severely multiply impaired program. The supportive services of a physical therapist, an occupational therapist, a teacher of the speech and language impaired, and a nurse shall be reasonably available.
2. A school year for the severely multiply impaired shall include a minimum of 230 days and 1,150 clock hours of instructional activities.

*Any name used in the study is fictitious.

3. The program shall emphasize treatment of the total person rather than service to any single handicap in isolation.
4. Persons employed in severely multiply impaired programs shall have the following responsibilities:
   a. Teachers shall be responsible for the instructional program, shall coordinate the activities of instructional aides and other supportive personnel, and shall maintain a systematic method of home-school liaison.
   b. Instructional aides shall work under the supervision of certified teachers, shall assist in the daily program, and work with not more than three students.

Prior to 1974 Spartan Intermediate School District primarily served its community's handicapped students by implementing and operating classrooms for the community trainable and severely mentally impaired. Educable classrooms were operated by the three local school districts within their public schools. Spartan Intermediate School District was responsible for the local schools abiding by P. L. 94-142 and gave consultative assistance to local districts.

In 1974, Spartan Intermediate School District assumed responsibility for the institutionalized students housed at The Regional Center for Developmental Disabilities by establishing the Kennedy School. Special education teachers and paraprofessionals were employed to teach the institutionalized students. The teachers were assigned the responsibility for training and supervising the paraprofessionals assigned to their classrooms. Each teacher had two to four

paraprofessionals, depending upon the number of students assigned in the classroom.

Rule 340.1793 of the Michigan Special Education Rules (1983) states that, "Paraprofessional personnel employed in special education programs shall be qualified pursuant to requirements established by their respective intermediate school district plan."

Job requirements for paraprofessionals in the Spartan Intermediate School District were set forth in a Job Description for Paraprofessionals (Appendix A). These requirements included:

I. Requirements

   A. The paraprofessionals must be high school graduates.

   B. Passed a minimum of two years of successful experience as an aide in a program serving the mentally and/or physically handicapped. (Prior to 1975 this requirement was not in effect. All the paraprofessionals presently employed received this experience at Spartan Intermediate School District.)

II. Policy Requirements

III. Job Performance

   A. Communications and Interpersonal Relationships

   B. Management and Organization

   C. Application of Job Knowledge

IV. Specific requirements for the aide are Programmatic

V. Other Requirements

Paraprofessionals at Spartan Intermediate School District were not required to meet any standards of training such as are required of

the special education teacher. The job description for paraprofessionals (Appendix A) does not require any specific training beyond a high school diploma. In addition, the special education teacher is not usually formally trained or provided inservice in techniques or content needed to train paraprofessionals or to specifically supervise their work while implementing the instructional program. Yet, the system used by the administration to evaluate the successful performance of special education teachers (Appendix B) included supervision of the paraprofessionals. The job description for teachers (Appendix B) includes (a) supervises subordinates as assigned, (b) knowledge of proper use of subordinates, and (c) assist in the evaluation of all non-certified personnel through prudent supervision. It is clearly recognized that paraprofessionals are needed to meet the mandates of P. L. 94-142 and the special education teacher is charged with the responsibility of training and supervising their work as they assist with the implementation of the educational program.

Problem Statement

The identification and description of special education teacher roles related to supervising and training paraprofessionals has received very limited attention by educational researchers. Boomer (1980) conceptualized the teacher's role as the program manager of the instructional team. The program manager must define the program goals and manage the resources to reach those goals. As program manager, the teacher must possess specific skills in interviewing and selecting,

orienting, supervising, and evaluating the paraprofessional. Teachers must be mature enough to provide direct supervision and secure enough to accept honest feedback from the paraprofessionals. Boomer (1980) concluded that effectiveness as a program manager as well as effective use of the paraprofessional occurred when teachers were well organized, self disciplined, and possessed good work habits that served as a model for the paraprofessional. Special education teachers had not received training either to prepare them to use aides or to prepare them for other role functions they assumed when aides were employed.

Kiser (1981) has identified and analyzed competencies perceived as important for special education teachers to enhance effective utilization of teacher aides. This study demonstrated that special education teachers continue to be a population identified as inadequately trained for aide utilization. The conclusions reached with respect to aide training indicated that little attention was given to the appropriate training of the employed aides in the counties studied. Training of the aides was given to the teachers who did not realize this responsibility. Thus, the majority of aides had received little or no preservice or inservice training. However, the responsibilities of training and supervising the paraprofessionals was given to the special education teacher. Key elements of the responsibilities involved additional knowledge of training and supervision. Special education teachers in the trainable, severely mentally impaired, and severely multiply impaired classrooms have the responsibility for the instructional program and coordinating the activities of paraprofessionals and supportive personnel. This represents an

additional responsibility to the usual duties of planning and implementing the instructional programs for the students. The Job Description at Kennedy School directed the teacher to:

1. Supervise subordinates as assigned.
2. Provide all instructional materials and knowledge of proper use to subordinates for implementing and monitoring performance objectives (Appendix B).

The addition of supervising, coordinating the instructional activities and providing the necessary training for the paraprofessionals represented a significant added responsibility for the special education teacher. Therefore, this ethnographic study examined the added responsibility of the special education teacher by way of identifying and describing the roles of a special education teacher in guiding the training and supervision of a paraprofessional.

Purpose

This study identified and described the roles of a special education teacher while guiding the training and supervision of a paraprofessional at Kennedy School. To provide the most detailed information about these roles an ethnographic approach was utilized because human nature is too complex and subtle to be described by the use of rigid procedures (Davidson & Costello, 1969). The primary intent was to understand the informant's world from the informant's point of view. The primary purpose of the study was to identify and describe the roles and tasks of a special education teacher while training and

supervising a paraprofessional. This study provided one example of how these roles are carried out and adds insight into knowledge regarding necessary preservice and inservice training for special education teachers and paraprofessionals.

Research Questions

The researcher began by asking questions focused primarily on the training and supervision of a paraprofessional by a special education teacher. The research questions that guided the study were:

1. How does a special education teacher define his/her role in training a paraprofessional?
2. How does a paraprofessional define the role of the special education teacher in his/her training?
3. What practices are evident in providing specific training for a paraprofessional by a special education teacher?
4. How does a special education teacher define his/her role in supervising a paraprofessional?
5. How does a paraprofessional define the role of the special education teacher in supervising his/her work?
6. What practices are evident in providing specific supervision for a paraprofessional by a special education teacher?

Definition of Terms

The following terms were defined within the context of this study. These definitions may not be those accepted as descriptions in other educational settings.

1. Special Education Teacher: A teacher with legal certification for teaching as required by the State of Michigan, who has completed all certification requirements for endorsement as a special education teacher of the Severely Multiply Impaired, and who is employed in such a capacity.
2. Paraprofessional: A person who has met the minimum requirements for employment as a classroom aide in conformity with the requirements of the Spartan Intermediate School District, and who is employed in such a capacity.
3. Roles: Role as defined in this study are those assumed parts of organizing and managing the classroom, which described the content (curriculum) and process (strategies) through which the teacher instructed, supervised and organized the work of paraprofessionals.
4. Tasks: Tasks are defined as those observable or described activities by which the teacher completed the roles required to train and supervise the work of the paraprofessionals.

5. Training: Training as defined in this study were the actions or methods by which the teacher instructed so as to make the paraprofessional proficient.
6. Supervision: Supervision was defined as those observable or described activities by which the teacher monitored, directed, and managed the paraprofessional.

Role identification and description were accomplished by describing the actual tasks (processes) completed by the teacher while training and supervising the paraprofessional.

Procedures and Methodology

The researcher used a qualitative approach, leading to the careful identification and description of the roles of the teacher while training and supervising a paraprofessional. The descriptions were rich in detail with an interpretation from the perspective of the participants being studied. Care was taken to make inferences about what was going on and what the local meanings were in ways that could be supported by evidence reflecting the interpretations of the informants under study (Erickson, Florio & Buschman, 1980).

Assumptions

The following are key assumptions held by the researcher:

1. The teacher and paraprofessional in a classroom of pupils who are severely multiply impaired had responsibilities

which were unique to the educational setting and differed from paraprofessionals working in classrooms of heterogeneous populations.

2. A participant-observer will acquire more detailed descriptions of behaviors than could be obtained by a person not involved in the setting.
3. The researcher's eighteen years of educational experience in special education may have influenced her perceptions.

Limitations

The following limitations were recognized as factors which may limit the generalizability of conclusions from the study.

1. The role descriptions of the special education teacher from this handicap area may not be applicable to teachers not working with the severely multiply impaired.
2. This is a case study with two informants. Therefore, the results may not be applicable to other informants within this or other school settings.
3. The teacher has over five years of teaching experience with handicapped students; therefore, the descriptions may not be applicable to beginning teachers.
4. The teacher has over five years of experience in training and supervising paraprofessionals; therefore, the descriptions may not be applicable to a beginning teacher.

5. The paraprofessional in this study, although new to this classroom, had nine years experience working with other special education teachers through Spartan Intermediate School District; therefore, the descriptions may not be applicable for a beginning paraprofessional.
6. The study was conducted in a school where all pupils live in an institutional setting. It is, therefore, possible that this type of setting may be uniquely situated and descriptions would not be the same in settings where pupils live in home situations.
7. The predominately rural geographic location may be a factor in attracting for employment the special education teacher and paraprofessional, which could result in unique role descriptions for only this type of setting.
8. When one generalizes from a study in the social sciences (whether his N is one or one thousand), generalizations will always be weak, and although field studies when done well, are always valid, they cannot be depended upon to be reliable in a traditional sense (Cusick, 1978).
9. The study was conducted by a participant-observer whose perceptions and influence could affect the actions of the study participants. Although the researcher did not teach in the classroom in the study, the researcher was employed as a special education teacher at the school.
10. The researcher was employed by the Spartan Intermediate School District for eighteen years and had access to information that to other researchers could be limited.

Overview

This study is organized into five chapters. Chapter One has provided an introduction to the study. In Chapter Two the relevant literature is reviewed with regard to teacher roles and general teaching responsibilities. Supervision and professional development are next discussed as they add meaning to the study. Specific responsibilities in supervision and training are reviewed. Adult learning is reviewed for a thorough understanding of its relation to professional development and training. Chapter Two concludes with a review of paraprofessional roles, tasks and activities.

Chapter Three includes the research design, an explanation of the ethnographic research cycle, discussion of the case study, and description of the population studied. The chapter includes the design used for data collection and the instruments used in the study and concludes with a review of ethical principles, and analysis and validity checks of the data.

The Fourth Chapter presents the relevant data which has been collected and the analysis of the data by way of role descriptions.

Chapter Five includes the problem statement, an explanation and analysis of the roles discovered, conclusions from the study, and a discussion of the implications for further research.

CHAPTER II

The Review of Literature

Introduction

The literature regarding teacher roles, paraprofessional roles, professional development, supervision, training, and adult learning are combined to demonstrate a need and foundation for the identification and description of the roles of a special education teacher training and supervising a paraprofessional. The relevant literature regarding teacher roles and functions provided a basis for analysis of the general, supervisory, and training responsibilities of the teacher in this study.

The literature related to paraprofessional roles indicated the need for management and training skills for teachers to work with paraprofessionals. Thus, this research review analyzed the roles of the special education teacher while training and supervising a paraprofessional.

The area of professional development was reviewed as a means to discover how teachers learn and develop on the job. The literature also included information on how professional development could be enhanced. Adult learning was reviewed for a thorough understanding of its relation to training and supervision.

This chapter provides a review and synthesis of the literature in six areas (a) teacher roles and functions, (b) paraprofessional roles and functions, (c) professional development and training, (d) supervision, (e) management, and (f) adult learning. The literature in this area contributed to the identification and description of the roles of special education teachers for guiding the training and supervision of paraprofessionals.

Teacher Roles and Functions

General role. Hatfield (1982) described functions of teaching based on the perspective of job responsibility and a set of more specific teaching tasks for each of the functions. This literature assisted the researcher by providing a taxonomy of functions and tasks of teaching. The functions include:

1. Formulate curriculum content and goals.
2. Provide for the educational needs of individual students.
3. Develop and manage instructional programs.
4. Develop and execute teaching-learning processes.
5. Assess and report student learning and growth.
6. Contribute to institutional activities and operations.
7. Participate in professional and scholarly inquiry and development.

This literature provided the researcher with a base for classifying data and role identification. Teaching tasks were identified corresponding to the function. The teaching tasks in this

study reflected major activities of the teacher and provided a framework in which to relate practice and research.

The art of decision making in educational practice (Hatfield, 1982) was described as a necessary skill in teaching. Dealing with individuals, all of whom have unique attributes, presents situations which call for varied responses (Hatfield, 1982). Thus, the teacher needs the capability to make the best decisions possible on behalf of the students, the institution, and one's self. Some decisions can be preplanned, some can be made by drawing on extensive data, and some need to be made with limited data at a moment's notice (Hatfield, 1982). The researcher examined data analyzing the manner in which the teacher and paraprofessional made daily decisions in the classroom.

Special education teacher roles. Boomer (1980) detailed some ideas specifically intended to help the special education teacher with the added responsibility of working effectively with paraprofessionals. He stated that one of the most apparent needs is to train special education teachers to work effectively with paraprofessionals. He conceptualized the teacher's role as the "program manager" of the instructional team. The program manager must define the program goals and manage the resources to reach those goals. As program manager, the teacher must possess specific skills in interviewing and selecting, orienting, supervising, and evaluating the paraprofessional.

Boomer (1980) concluded his article by reiterating that effectiveness as a program manager as well as effective use of the paraprofessional occurs when teachers are well organized, self

disciplined, and possess good work habits that serve as a model for the paraprofessional. He also stated that teachers must be mature enough to provide direct supervision and secure enough to accept honest feedback from the paraprofessionals.

The one study which directly related to this project was conducted by Kiser (1981). Kiser identified and analyzed competencies perceived as important for special education teachers to use in enhancing effective utilization of teacher aides. Data was obtained from 159 teachers, 106 aides, and 15 supervisors, employed in the education of handicapped children by three Intermediate Units servicing eight counties in Pennsylvania. The study demonstrated that special education teachers continue to be a population identified as inadequately trained for aide utilization. This study identified those competencies which were perceived as important for how teachers use aides effectively and those competencies in which teachers need training for this purpose. Data were presented in the study which indicated that 80.9% of the teachers and 73.3% of the supervisors had not had any training specific to aide utilization. A total of 71% of the aides had not received training to be an aide; 26% had received some kind of training; and 3% were undecided as to whether or not they had been trained. Five aides, who reported "no training" wrote comments which indicated that mothering, life experiences, inservice, and substituting in classrooms served in their preparation to become an aide. More than half of the teachers (59.4%) had worked with one or two different aides; 30.4% had worked with three or four different aides, and 10.1% had worked with more than five different aides. One teacher noted that she

had worked with 27 different substitute aides in addition to the seven assigned aides. Almost half of the aides (47.8%) had assisted one or two special education teachers; 5.4% were shown to have assisted eight or more special education teachers.

In the same study (Kiser, 1980), teachers and aides rated each competency for importance in training. Competencies which received the most responses by the teachers were the following:

Demonstrated knowledge of state regulations and policies concerning permissible and nonpermissible duties of an aide.

Competency rated important by aides:

(a) Demonstrates knowledge of the role of special education in the paraprofessional movement.

(b) Demonstrates the ability to identify the functions or parts of functions, which may be appropriately assigned to an aide.

A total of 67 comments were obtained which indicate that teachers had not received any or enough training related to aide use. Comments suggesting the means by which participants felt that teachers could be trained were shown to include: being an aide, observing; taking courses; preservice; inservice; and learning on the job. Other responses were shown to suggest a need for role definition. A total of thirty-one responses were shown to relate to the need to train teachers in the use of aides and seventeen comments indicated the need to train teachers in supervisory skills. The most frequent comments indicated that aides had not been given any orientation or training to be an aide.

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The most frequently mentioned topics included (a) need to train teachers, (b) need to identify the aide's role, (c) need to train teachers to use aides effectively, (d) need for interpersonal relations training, and (e) need to train paraprofessionals. Comments suggested that neither teachers nor aides were fully aware of the legalities associated with role functions.

The results of the data obtained (Kiser, 1980) in respect to aide training indicated that little attention was given to the appropriate training of the employed aides in the counties studied. Training of the aides was given to the teachers who did not realize this responsibility.

These findings were similar to those detailed in an account by the New Career Training Center (1977), and by Rittenhouse (1969) and Gutridge (1972). These studies show that the majority of aides received little or no preservice or inservice training. The responsibilities of training the aide, of determining aide functions, of managing the aide, and supervising the aide has fallen on the shoulders of the teachers. Special education teachers were not known to have received either training to prepare them to use aides to the best advantage or training to prepare them for other role functions they assume when aides are employed (New Career Training Center, 1977).

Hoeksema's (1975) dissertation addressed the teaching competencies of teachers for the mentally impaired. He used a survey research procedure to identify those competencies selected as important by teachers of the educable and trainable mentally impaired. The competency, "Working with Teacher Aides," was rated as being more

important by teachers of the trainable impaired than by teachers of the educable. When considered in conjunction with ratings given to other competencies in the broad area of, "Dealing and Relating with Other Professionals," Hoeksema concluded that the development of interpersonal skills would facilitate working both with aides and other teachers and would be germane to effective relationships with children, parents, and administrators as well. Hoeksema (1975) recommended that competencies which are perceived to be important for teachers of the mentally impaired should be validated through the observation of teachers in educational settings, to determine which competencies are, in fact, used in teaching retarded persons. Hoeksema's study (1975) lends support for the need of an ethnographic study to observe and record specific activities of the special education teachers in educational settings as they train and supervise the tasks of paraprofessionals.

Summary of teacher roles and functions. The researcher reviewed (a) general role and (b) special education teacher role to demonstrate a need and foundation for this study. The general roles included (a) formulate curriculum content and goals, (b) provide for the educational needs of individual students, (c) develop and manage instructional programs, (d) develop and execute teaching-learning processes, (e) assess and report student learning and growth, (f) contribute to institutional activities, and (g) participate in professional and scholarly inquiry and development. These general roles were also the responsibilities of the teacher in this study in addition to training and supervising a paraprofessional.

The special education teacher roles included program manager, knowledge of appropriate aide assignments, define the goals and manage the resources to meet those goals, and specific skills in orienting, supervising, training, and evaluating paraprofessionals. It was reiterated that the special education teacher had not received enough training related to aide use, which was consistent with the special education teacher in this study.

Paraprofessional Roles and Functions

The literature supported the effectiveness of paraprofessionals but revealed little about the paraprofessional's role. A study by Ramseyer (1980) identified and analyzed the role of paraprofessionals in special education as perceived by paraprofessionals and their supervising professionals. In this study the Paraprofessional Inventory, consisting of 99 competency statements, was developed to collect responses from professionals and paraprofessionals in special education classrooms in Minnesota. Competency statements were classified into three categories: performance non-instructional, performance instructional, and knowledge. The inventory was completed by 354 respondents (184 professionals and 170 paraprofessionals). The study reported that professionals and paraprofessionals had significant disagreement on role dimensions within all three competency categories. Least agreement between professionals and paraprofessionals on any single competency, concerned knowing the role of the paraprofessional in the classroom setting. Recommendations for practitioners in the field

included the statement that inservice training for professionals should be increased to facilitate more effective utilization of paraprofessionals. Training programs should assess the real world of practice and formulate program outcomes accordingly. Thus, inservice education for paraprofessionals should meet perceived needs of their assigned roles.

The conclusions of this study (Ramseyer, 1980) stated that paraprofessional roles appeared to include:

1. Administrative duties such as completing routine reports and planning with the teachers.
2. Supervision of students such as assisting students about the physical plant or while the teacher is out of the classroom.
3. Instructional implementation, such as assisting one-to-one with individual students (individualization), assisting with group educational activities, when specifically guided by the Special Education Teacher.
4. Preparation of classroom materials.
5. Maintaining classroom (housekeeping).
6. Preparation of classroom environment for learning activities.

Fafard (1975) focused on updating information on the utilization and training of paraprofessionals and provided recommendations for future directions. She reported that participants in workshops and conventions have confirmed that the paraprofessional is accepted as a successful part of the delivery of instruction to

handicapped children. Fafard (1975) identified three critical areas as needed in the training and utilization of paraprofessionals:

1. Organized dissemination of materials.
2. Management and training skills for professionals to work with paraprofessionals.
3. Closer examination into training models for paraprofessionals to work with severely handicapped children.

Emphasizing the importance of the paraprofessional in the special classroom Fafard (1977) stated that, "It is critical that professional teachers receive training in the management of paraprofessionals within special education delivery systems" (p. 24). She recognized that community colleges have made vast contributions to the training and upgrading of skills of paraprofessionals in special education at both the preservice and inservice level, but it was considered necessary that more energy and resources be given to disseminating information about paraprofessionals and to upgrading the preparation of teachers so as to effectively utilize paraprofessionals. Fafard (1975) also suggested that research indicates paraprofessionals working with handicapped children have a direct/positive effect on children's academic performance. She concluded by stating that the support for trained paraprofessionals delivery of instruction directly to handicapped children is overwhelming (Fafard, 1975). As the need for individualized instruction to promote learning is emphasized, the role of the paraprofessional becomes more critical and important.

Boomer (1980) wrote that the paraprofessional works alongside and under the supervision of the teacher and assists with the development of the program and instruction. He defined the paraprofessional as one who is a member of the instructional team, but who works under the direct supervision of the special education teacher. Further, the paraprofessional must work alongside the teacher and assist in implementing the instructional program. Together the paraprofessional and the teacher form a team, separately they may undermine each other's efforts. Only by advanced planning, regular review, and constant communication can they work as an effective team.

The review of special education projects indicated that paraprofessionals are apparently employed as an integral part of the special education programs. The literature relating to their training appeared to confirm that the profession has recognized that trained aides are needed as part of the implementation process for the instructional program. Yet, the literature also confirmed that precise and well defined training programs, if developed, have not been described in the literature. The writer found one program which appeared to involve not only training sessions but also attempted to evaluate the effectiveness of the training programs as paraprofessionals worked with the special education teacher. Due to its direct relationship with the proposed study, it is reported in some detail.

Havlicek and Kelly (1981) reported the results of a three year project to evaluate the training of paraprofessionals in Kansas. The program's purpose was fourfold;

(1) to develop an increasing awareness of the professionalism of the paraprofessional in the total educational system;

(2) to present an overview of P. L. 94-142;

(3) to discuss legal implications of the role of the special education paraprofessional; and

(4) to provide an opportunity for special education paraprofessionals to attend miniworkshop sessions on a variety of special education topics.

Findings from each of the three annual evaluation reports are presented in terms of project objectives. The annual results indicated that workshops were effective in training paraprofessionals, teachers and facilitators.

Seventeen supervising teachers who were interviewed indicated that their role in the training of paraprofessionals should be on-the-job training so as to help the paraprofessionals work with the teacher in their classroom, with special student problems, and complete day-by-day activities. Only three of the teachers interviewed indicated that they had formalized training in how to work with paraprofessionals.

When the teachers were asked what additional information they needed to work more effectively with their paraprofessionals (Havlicek and Kelly, 1981), the following responses were given:

1. Interpersonal relations skills
2. Know capabilities and skills of paraprofessionals
3. Changes and variety of roles of paraprofessionals
4. Ideas from other areas
5. Legal limits

6. How to train paraprofessionals
7. Evaluation materials
8. Current do's and don'ts.

The study provided insight for the problem proposed in the current study and the questionnaires used have been useful as a base for initial interview guides for this study.

The gap between paraprofessional training and subsequent utilization was recognized by Brantlinger (1978). In a report of experiences at the Developmental Training Center at Indiana University she expressed that while teachers want and need the services of paraprofessionals, there is difficulty in utilizing them as effectively as possible. The report reiterated that the issue of paraprofessional utilization has been a perplexing one for administrators and teachers. In some cases the paraprofessional appeared to have a competitive rather than a complementary role in the classroom. In other cases, teachers felt that they spent as much time planning for paraprofessionals as for the students, and it was an added burden and responsibility for the special education classroom teacher.

Four interrelated problems appeared to be the cause of these difficulties (Brantlinger, 1978):

1. Confusion regarding the appropriate role responsibilities of paraprofessionals;
2. Failure to build training programs for paraprofessionals based on actual classroom needs;

3. Lack of systematic efforts to involve teachers in the actual training of paraprofessionals to make sure that the training is consistent with their practices, and...
4. Failure to build training programs for paraprofessionals which do not interfere with the ongoing job demands of paraprofessionals and teachers. (Brantlinger, 1978, p. 14)

The report (Brantlinger, 1978) addressed the issue of role definitions for the special education teacher and the paraprofessional. It stated that role definitions are in a state of transition and expansion. Child advocacy and program management are new roles assumed by teachers as the role of paraprofessionals has been expanded. No longer can we view paraprofessionals as responsible for only non-instructional activities, such as house and record keeping. With appropriate training, the report reiterated, paraprofessionals can assume complementary roles to teachers in the instruction and instructionally related areas. It was the belief that while the teacher and the aide have different functions and roles in the classroom, together they formed an instructional team.

A study by Epstein and Nieminen (1983) examined the inter-rater and intra-rater reliability of the Conners Abbreviated Teacher Rating Scale. Teachers and classroom aides of L. D. pupils were asked to complete the CATRS on two separate occasions, one month apart. Two related questions were posed in the study:

1. Do teachers and teacher aides differ in the reliability of their ratings across time?

2. Do teachers and teacher aides rate their learning disabled students in a similar and reliable fashion? (p. 12)

Inter-rater reliability was determined on the extent to which two raters, a teacher and her aide, would score each item on the scale similarly for a given student at a given point in time. The high reliability coefficient obtained between the raters indicated that although they have different roles within the classroom, teachers and aides do agree on the behavior being exhibited by a particular student.

In a study by Crawford (1978) on the need for training aides assisting with the implementation of vocational education courses for disadvantaged students it was concluded that training for the aides role and understanding of the aide's role by the teacher is a problem. In this project aides completed open-ended questionnaire items relating to inservice needs, contributions of the program, and recommendations for improving the program. Comments from the item "How could the program be improved" included, "Improving the teacher's understanding of the aide's role." (p. 16). When teachers were asked how the program could help them work more effectively with their aides, the most frequent response was that no assistance was needed in working more effectively with their aides. Sixty-five percent of the teachers were in agreement of this item. This view contrasted significantly with the aides' frequent mention of the need for role clarification and joint workshops for aides and teachers. Crawford (1978) concluded that the scope and limitations of the role of aides were not always clear to teachers, administrators, and vocational education supervisors.

Overall the literature provided information from sixty-six programs on the purpose of training paraprofessionals. These training programs tended to include the following ideas:

1. Trained paraprofessionals are effective change-agents in the learning behaviors of exceptional children.
2. Inservice training was effective in training paraprofessionals.
3. Workshops for paraprofessionals were well received.
4. The role of the paraprofessional must be clearly defined.
5. Training was necessary to insure the effective utilization of paraprofessionals.
6. Better communication between professionals and paraprofessionals should be fostered.
7. Training programs should assess the real world of practice.
8. Inservice training for professionals should be increased to facilitate more effective utilization of paraprofessionals.
9. Training programs included developmental skills and how handicaps affect development.
10. Training programs included the importance of the legal rights of handicapped children.
11. The use of paraprofessionals reduced the average salary expenditure level and staff-student ratios.
12. A large number of paraprofessionals were not aware of training programs.

13. Recommendations to colleges and universities concerned the institutional role in meeting the training needs of teachers and supportive personnel who work with special education students.
14. Guidelines for conducting training sessions were provided.
15. Evaluations were done on the training programs.
16. Programs focus on interpersonal skills.
17. Competencies are listed for paraprofessionals.
18. Resources for paraprofessionals working in educational settings with handicapped students.
19. The paraprofessional was an important member of the classroom team.
20. Concerns of aides.

Summary of paraprofessional roles and functions. The literature is replete with proposed training programs for paraprofessionals. It is obvious that the professional is vitally concerned with helping the paraprofessional to be an effective part of the instructional team. It also appears that the literature supports the role of the teacher as a vital factor in successfully training and supervising the paraprofessional. However, there has not been a systematic study to define the roles of either the teacher or the paraprofessional of the severely mentally impaired and/or severely multiply impaired. These roles have been studied only minimally. Rather, it appears these roles are assumed to be identifiable. It is, therefore, the intent of this

study to contribute to a clearer and more precise description of these roles as actually practiced by a special education teacher.

Professional Development

The last five years at the state level have been characterized by a greatly increased interest in developing systematic approaches to professional development. Public Law 95-561, Titles IV and V required that each state submit a plan for coordinating state and federal resources for preservice and inservice training. While all the states ultimately complied with the mandate, probably very little statewide coordination actually resulted. Perhaps the most valuable outcome of the PL 95-561 requirement was that it caused the states to inventory their staff development resources and to begin to develop strategies for making more effective and efficient use of them.

Conceptually, staff development is not something the school does to the teacher, but something the teacher does for himself or herself. Staff development does not assume a deficiency in the teacher, but rather assumes a need for people at work to grow and develop on the job. Inservices are provided so teachers can grow and develop on the job. It is necessary, therefore, to provide inservice activities or development strategies which are related to individual teacher needs.

There are definitional problems regarding an inservice program. The term "program" means different things to different people. An inservice program may be a one-day workshop, a leadership training institute for team leaders, a school-based, college offered course or

curriculum, a total school staff development project aimed at curriculum revision, a summer institute, or a model identifying the interrelationships among the components of a continuing education program for teachers (Yarger & Galluzzo, 1983). "Simply stated, the language of inservice teacher education is so vague as to be almost unusable for research purposes" (Yarger and Galluzzo, 1983, p. 163). Yarger and Galluzzo (1983) also stated that inservice teacher education, because it actually does occur, obviously has some form, operates within some structure(s), and delivers some content. Due to the language problem, it would appear that the only "safe" unit for analysis is the individual program event or single activity.

Gage (1978) stated that when it comes to providing employed teachers with "knowledge how", we know that practice is required. Yet, research results have shown that practice alone is not enough. At least nine studies have shown only a very low correlation between years of teaching experience and the average achievement of the teacher's students (Rosenshine, 1971).

Smith (1980) stated that no one can justifiably argue that inservice education should be eliminated, as the requirement of improved schooling has been documented by achievement data. He stated that a more plausible justification for the emphasis upon inservice programs is that over the years beginning teachers have been ill-prepared to meet the requirements of the day-to-day classroom tasks. To continue this syndrome of inadequate preservice preparation followed by efforts to make up the deficiencies by inservice education can only accentuate the present state of affairs.

The data from a comprehensive inservice study (Yarger, Howey, and Joyce, 1979) suggested the following general concerns.

1. Inservice needs to be more comprehensive in scope and intensive in nature. It appears that much inservice is fragmented in nature and distant from the professional lives of teachers and the settings in which they work. More conceptually coherent inservice schemes are needed which attend both to the school as an organization and a social system and the teacher as a person and a professional.
2. Not only more, but more effective inservice is needed for a great many teachers and other educational personnel.
3. Inservice appears to be largely an undifferentiated concept. More research and development is needed relative to forms of advisory approaches, psychological consultation, clinical supervision, organizational development, cooperative problem solving, child study, modeling behavior, observation and feedback, and self-directed instruction.
4. Teachers should be more centrally involved in all facets of the process. This involvement must transcend current "needs assessments."
5. Inservice must be consonant with the value systems held by teachers and this addresses especially the where, when, and how of these activities. More personalized and individualized forms of inservice are needed.

6. There needs to be more powerful incentives for teachers to participate in more authentic ways in growth activities. For example, inservice opportunities must be perceived as powerful enough to improve teacher competence and/or alter conditions in the school in significant ways.

Lawrence (1974) pointed out that staff development programs tend to be more successful if they have an ongoing character, as opposed to being onetime, single-shot activities. Sergiovanni & Starrat (1980) stated that the most essential component of inservice should be a purpose whereby all professionals are expected to engage in a lifelong commitment to self-improvement. Sergiovanni (1982) stated that rather than reduce the range of alternatives, staff development should be composed of five critical components: intents, substance, competency areas, approach, and responsibility. He stated further that the most innovative and provocative approaches to professional development are those that rely on exploration and discovery by teachers. Two teachers sharing ideas, a team or family of teachers working and planning together, teacher involvement in an in-building resource center, and participation in district or area teacher centers are recommended informal approaches. Personal and professional growth must be emphasized as open-ended processes rather than goals that are reached when the proper number of degrees or additional approved college credits are amassed (Furey, Ambrose, 1978).

The literature included an extraordinary variety of needs that teachers in service seem to acquire. As Lortie (1975) stated, the

cellular structure of the ordinary school shuts the teacher up with the class and away from outside interference. From day to day the teacher relies on subtle, vague clues as to how well things are going. Often these behaviors are misconstrued as signs that learning has taken place. In such cellular circumstances, all sorts of idiosyncratic difficulties come to surface. Some teachers need help in what to teach, some in how to teach, and some in what to teach with. The beginning teachers needs are as real as the experienced teacher, and different.

An example of an empirically constructed theory of teacher development is the work of the late Frances Fuller. Fuller (1969) identified similarities in teachers' concerns over time which could help teacher educators choose more appropriate course content and experiences. The concerns that should be addressed according to Fuller (1969) are:

I. Early Phase	Concerns about self (nonteaching)
II. Middle Phase	Concerns about professional expectations and acceptance.
	Concerns about one's own adequacy; subject matter and class control.
	Concerns about relationships with pupils.
III. Late Phase	Concerns about pupils' learning what is taught.
	Concerns about pupils' learning what they need.
	Concerns about one's own (teacher's) contributions to pupil change.

In the pre-teaching phase, education students tend to identify with pupils and are sometimes quite critical of classroom teachers. As soon as they have actual teaching experience, their idealized concerns for pupils are replaced by an intense concern with their own survival as a teacher.

Teacher assessment should lead to improved teaching, student learning, and school operation. It is necessary, therefore, to provide inservice activities or development strategies which are practical and related to individual teacher needs (Hatfield, 1977). Although inservice programs appear effective in showing short-term change, most studies fail to look at change beyond the termination of the training program. One wonders if program effects are maintained once the reinforcing agent is removed. An analysis of studies on inservice (Yarger & Galluzzo, 1983) showed only one study in which reinforcement was provided after the inservice activity ended, and these results were less than conclusive.

It appeared that much of the perceived appropriateness documented in the research focused on the conditions surrounding inservice education rather than the specific content of the programs. Teachers wanted inservice that was (a) accompanied by the time and support for implementing that which was learned, (b) would operate in a supportive environment, and (c) focus on the individual rather than on large groups (Yarger & Galluzzo, 1983).

The Rand (1978) study on teacher attributes found that the more effort that was required of project teachers and the greater the overall change in teaching style that was attempted by the project, the

more likely the project was able to attract and commit teachers. More complex and ambitious projects were more likely to elicit the enthusiasm of teachers than were routine and limited ones. These data suggest that the problem of inservice is not so much one of instructor ineffectiveness, per se, but rather that the wrong content may well be offered by the wrong person, in the wrong place, and at the wrong time (Howey, 1983).

Inservice education is seen by many as a common catalyst for institutional change (Walker, 1979) and necessary to improve instruction at the classroom level. The process approach to inservice training has shown that what teachers actually want and need is not what universities have offered them, and what teachers say they want is quite different from what they actually need once the process is completed. Two-thirds of what teachers need is directly related to specific day-to-day problems: Their need is not a ten day workshop or three-hour course on a Tuesday night (Petrie, 1978).

Self-directed change and focusing on the individual holds the most promise wherein all educators could become lifelong learners for the continuous pursuit of excellence in a given field of expertise as reflected in the achievement of personal, student, and institutional goals. These perspectives are based on basic beliefs or assumptions that:

1. All school personnel need inservice throughout their careers.

2. Educators are motivated to learn new things when they have some control over their learning and are free from threat.
3. Educators vary widely in their competencies and readiness to learn.
4. Significant improvement in educational practice takes considerable time and long-term inservice programs.
5. School climate influences the success of professional development.
6. Educators will put new knowledge and skills to use.
7. People will have "ownership" in self-determined change.

It appeared that inservice education operates at a point where not enough is known, but probably what is known is not used effectively in program initiation and development (Yarger & Galluzzo, 1983). The literature emphasized that effective change will never occur until the role of the user in the process is radically altered so that he/she is ultimately involved in all stages of the innovative process.

Despite its problems, two factors are suggested (Korinek and McAdams, 1985) which contribute to the need for continuing staff development. The first factor is that college training is but an introduction to the world of teaching. Only entry skills and knowledge can be developed in the time allotted preservice training. The competent teacher is developed over time and in the crucible of experience. Secondly, our accelerating acquisition of knowledge makes some teaching strategies and tactics obsolete while creating a need for new ones. Teaching is a profession in which the individual must

continually regenerate to be effective and inservice is a medium for stimulating this regeneration (Korinek & McAdams, 1985).

A survey by Korinek and McAdams (1985) was used to identify and describe (a) the kinds of inservice education most frequently used with classroom teachers, and (b) the most commonly stated guidelines for producing effective inservice programs. The results showed that three inservice types were most often described or implied in the documents examined:

1. Information transmission
2. Skill Acquisition
3. Behavior change

If "effective" is interpreted as meaning that preselected goals are accomplished, then primary attention must be focused on these goals as they govern the types of staff development offered. (Korinek & McAdams, 1985). If the purpose is to increase awareness, boost morale, or explain policy, then Type 1 or 2 inservices should be successful. If the goal is to change teaching behaviors, Type 3 would be the more appropriate choice. Each recommendation for best practices must be viewed in relation to the features of the particular inservice model (Korinek, Schmid, and McAdams, 1985). Overall this literature produced recommendations for effective inservice and types of staff development commonly used with teachers.

Training. Trainees learning a new teaching strategy probably need fifteen to twenty demonstrations over the course of the training sequence and a dozen or more opportunities to practice the skills (Joyce

& Showers, 1983). Not until the teacher can select the strategy when it is appropriate to do so, modify it to fit the characteristics of the students, implement it, and assess its effectiveness can we say that he or she has achieved an adequate degree of executive control.

According to Joyce and Showers (1983) analysis of inservice studies, the content of the training of teachers cannot be organized just by referring to a set of standard operating procedures. When a teacher is taught a range of teaching strategies and the appropriateness of those strategies to various kinds of objectives and students, the transfer of these skills into the work place is under the governance of that individual teacher. High transfer teachers could readily find appropriate uses for teaching strategies that stressed conceptual and analogic student thinking. The teachers who could not think conceptually about what they taught, and how and why, were unable to use the new models; but cited other reasons for nontransfer than in thinking of ways to use the models. Inservice education programs that have differentiated training experiences for different teachers (individualized) are more likely to accomplish their objectives than are programs that have common activities for all participants.

Teachers must organize themselves into groups for the express purpose of training themselves and each other and to facilitate the transition from skill development to transfer of skill (Joyce & Showers, 1983). On a practical level, most coaching should be done by teams of teachers working together to study new approaches to teaching and to polish their existing skills. The most effective training activities,

then, will be those that combine theory, modeling, practice, feedback, and coaching to application (Joyce & Showers, 1980).

The process of coaching has four major functions:

1. Provision of companionship.
2. Provision of technical feedback.
3. Analysis of application.
4. Adaptation to the learner.

The development of a skill alone does not ensure transfer, but needs continuous feedback, practice, and the companionship of coaches to enable even highly motivated persons to bring additional skills to their repertoire under effective control (Joyce & Showers, 1983). Familiarity is the key in transfer. The greater the degree to which a new skill fits into already familiar patterns, the less adjustment is needed. Thus, isolated workshops or inservices have little transfer, especially if they involve a new skill that would not be already in the teachers' repertoire.

Joyce and Showers (1983) identified at least five techniques available to accomplish the new learning involved in the transfer process. These techniques included:

1. Forecast the transfer process throughout the training cycle.
2. Reach the highest possible level of skill development during training.
3. Develop "executive control," that is, an understanding of the appropriate content for the model and how to adapt it to different types of students.

4. Practice in the work place.
5. Institute a process of coaching during practice in the work setting. (Joyce and Showers, 1983)

Formal university programs appear as a terminal degree with little guidance given in how to structure further learning experiences for the individual (Rosenfield, 1981). The responsibility for strengthening deficits must come from within, thus motivating the individual to grow. Festinger (1957) sees a person as continually striving for cognitive consistency. His basic hypotheses can be related to self-directed learning.

1. The existence of dissonance, being psychologically uncomfortable, will motivate a person to try to reduce dissonance and achieve consonance.
2. When dissonance is present, in addition to trying to reduce it, the person will actively avoid situations and information which are likely to increase the dissonance.

Wilson's (1981) findings suggested that:

1. Even when teachers have previously rigorously assessed their own classroom performance, their self-perceptions are apt to change as a result of receiving feedback from others.
2. Feedback data that are externally analyzed and reported appear to have a somewhat stronger influence on self-perceptions than comparable data that are analyzed and reported on by the teachers themselves.

3. Teachers change their self-perceptions in accord with the direction and magnitude of the difference between their original self-perceptions and the feedback they receive.

Wilson clearly indicated that feedback from others has a powerful influence on teachers' self-perceptions. The results suggested that self-analysis by itself is an inadequate basis for decisions about one's professional development. Thus, these findings confirm that as external evaluators, supervisors and other teacher educators may have a greater impact on teacher perception and behavior than we have previously assumed (Wilson, 1981).

Wilson's findings are supported by evidence from the teacher survey of 12 case study centers (Weindling and Reid, 1983) where none of the teachers believed they were the major influence on the center, and in all cases they saw the center leader and advisors as having the most influence. This is an example of teachers feeling that someone other than themselves had the most influence. This would confirm Festinger's (1957) hypotheses that when dissonance is present individuals will change to gain consonance.

Summary of professional development. The literature indicated that staff development is something the teacher does for himself/herself to grow and develop on the job. Thus, it is necessary to provide professional development activities or programs related to individual teacher needs. Smith (1980) stated that over the years teachers have been ill-prepared to meet the responsibilities of the daily classroom tasks. The review suggested that more research and development is

needed regarding forms of advisory approaches, supervision, organizational development, problem solving, modeling behavior, and observation and feedback. The training supported by Joyce and Showers (1983) included (a) modeling, (b) practice, (c) feedback, and (d) coaching to application. It was stressed in the review that continuous feedback, practice and the companionship of coaches was essential in training. This study addressed these functions by identification and description of the roles of the special education teacher while training and supervising a paraprofessional within a classroom setting.

Sergiovanni (1982) indicated that the most innovative and provocative approaches to professional development are those that rely on exploration and discovery by teachers. The literature review included an extraordinary variety of needs that teachers in service seem to acquire.

The literature indicated that (a) college training is just the beginning of the world of teaching, (b) only entry skills and knowledge can be developed in the time allotted preservice training, (c) accelerating acquisition of knowledge makes some teaching strategies and tactics obsolete while creating a need for new ones, and (d) teachers must continually regenerate to be effective. The researcher utilized this foundation of professional development literature in the study to broaden her perspective while conducting field observations and interviews.

Supervision

To create a professional environment in schools, supervisors need to provide more opportunities for teachers to make choices, observe each other, discuss their work, and help beginning teachers ease into their responsibilities (Glickman, 1985). Supervisors must take on the task of changing those characteristics of the teaching environment that stifle the improvement of instruction (Glickman, 1985). Every major research study on effective schools has noted the organizational phenomenon of collective action, agreed-upon purpose, and belief in attainment. Teachers of effective schools see themselves as part of the total action with an agreed upon purpose and belief that as a group they can attain their goals and objectives (Glickman, 1985). Glickman (1985) included suggestions for supervisors for moving teachers from isolated classrooms toward a purpose beyond oneself: (p. 40)

1. Gradually increase the responsibilities of beginning teachers:
    a. Plan with experienced teachers ways to make the first year of teaching a situation of lessened responsibilities involving peer support and assistance in easing the beginner into the profession.
    b. Plan and implement a "buddy system" of matching experienced teachers with beginning teachers so that the beginner has someone to turn to for help and information.

2. Increase visibility among teachers:

   a. Encourage teachers to visit each other and find out what others are doing. This could result in the visiting teacher observing and giving feedback on particular classroom concerns of the teacher visited.

   b. Hold after-school meetings in different classrooms where teachers are asked to present the what and how of their instruction. Barth (1980) wrote of how teachers in his school presented their instructional plans to each other. They attempted to discover in which ways their teaching supported each other or contradicted each other. Thus, teachers more easily observed the inconsistencies from teacher to teacher and grade level to grade level.

3. Increase professional dialogue among teachers:

   a. Provide time for teacher talk among teachers during faculty meetings. Allow teachers time to propose plans for what they can do to change current problems.

   b. Invite teachers to help interview teacher candidates. This involvement not only gives recognition to their experience but also enables them to examine and explain the workings of their school to outsiders. This involvement creates a need for teachers to articulate school purpose.

4. Increase teachers' professional choices:

   a. Encourage teachers to work in groups where they can control part of their own teaching schedules, materials, and curriculum. The power to implement as a group can help build collective action.

   b. Research on effective schools has shown that faculty members in effective schools clearly know their priorities. Continually ask staff members to think about an active philosophy, not a theoretical philosophy. Teachers work should clearly reflect those priorities.

Supervisors should work towards these goals to eliminate factors in the school environment that impede improvement. The literature supported for helping teachers move out of isolated classrooms toward peer support, feedback and increased communication.

Supervision used in its broadest sense was defined by Harris (1975) as what school personnel do with adults to maintain or change the school operation in ways that directly influence the teaching processes employed to promote pupil learning (p. 10). While broad definitions are useful in examining the total supervisory function, they are too comprehensive for the research study, which is concerned primarily with the supervision of classroom instruction. Glatthorn (1984) defined supervision as a process of facilitating the professional growth of a teacher, by giving the teacher feedback about classroom interactions and helping the teacher make use of that feedback in order to make teaching more effective (p. 2).

Glatthorn (1984) was concerned with a differentiated system of instructional supervision, one that gives the teacher some choice about how instruction is supervised. The third argument in favor of differentiated supervision appeared to be relevant to this study as it addressed teachers' different growth needs and learning styles. Teachers differ in the type of interaction they prefer. Young and Heichberger (1975) reported that 62 percent of teachers preferred a "helping relationship," while 36 percent wanted a "colleague-ship" relationship. Copeland's study (1980) concluded that some teachers prefer a directive supervisory style, while others prefer non-directive interactions. After studying several thousand teachers, Joyce and McKibbin (1982) concluded that vast differences exist in the extent to which teachers pull growth-producing experiences from their environment and exploit personal and professional activities (p. 36). The irony of this condition is that administrators and supervisors who urge teachers to individualize their teaching rarely individualize their supervising (Glatthorn, 1984).

Clinical supervision is an intensive process designed to improve instruction by conferring with the teacher on lesson planning, observing the lesson, analyzing the observational data, and giving the teacher feedback about the observation. The research on clinical supervision does suggest the following findings that can be useful for supervisors:

1. Teachers favor a supervisor who is supportive and close (Gordon, 1976).

2. The majority of teachers and administrators agree with the basic assumptions of clinical supervision (Eaker, 1972).
3. Teachers appear to prefer clinical supervision to traditional supervision and believe that the techniques of clinical supervision are worthy (Reavis, 1977; Shinn, 1976).
4. Clinical supervision can alter a teacher's behavior in the desired direction (Garman, 1971; Kerr, 1976; Krajewski, 1976; Shuma, 1973).
5. Supervisors using a clinical approach appear more open and accepting in post-observation conferences than those using a traditional approach (Reavis, 1977).
6. Teachers differ in the type of supervisory interactions they prefer; there is some evidence that experienced teachers prefer non-directive supervision, while beginning teachers appear to prefer a more direct style (Copeland, 1980).

Team approach. The team approach at West Junior High described by Graebner and Dobbs (1984) has proved to be a non-threatening source of help for teachers towards problem solving in the classroom. An unwritten but widely recognized code says that teachers who must appeal to the principal or higher authority to enforce classroom discipline are admitting weakness, if not total failure. To counter this problem, West Junior High School started a Teacher Assistance Team, four years ago.

This team approach has three significant advantages as a source of help for troubled students and their teachers: its members are professional, the team places no extra burden on building administrators, and it is not threatening to teachers. This team responds quickly to a teacher's request for assistance. The details of the request remain confidential. Time is provided during regular school hours for a conference between the team and the teacher who seeks help. When the team meets to consider a case and plan its strategy, the administration hires substitutes to supervise the classrooms of team members. The teacher who has requested the help usually confers with the team during his or her planning period. Members of the team are elected by the faculty with the team composed of three teachers, and a fourth teacher -- the one most recently elected -- serving an apprenticeship and only gradually taking an active role as he or she becomes familiar with the process. Each year the senior member of the team steps down and a newly elected teacher becomes the apprentice.

When the teacher with the problem meets with the team, he/she discovers that the members are already well-informed on his/her case. Using the composite flow chart, the case coordinator explains to the teacher the team's view of the factors that prompted the problem. If the teacher has nothing to add, the team moves to the center of its function: to brainstorm ideas, from which the teacher can choose his/her future strategies. The teacher does not take part in the brainstorming session, though he/she listens carefully. However, the choice of which suggestions to implement will be his/hers alone.

Summary of supervision. The literature review on supervision included (a) definitions, (b) a differentiated system of instructional supervision, (c) clinical supervision, and (d) a team approach. The supervisory roles included a process of facilitating the professional growth of a teacher by feedback regarding classroom interactions. Suggestions included helping teachers move out of isolated classrooms toward peer support, feedback and increased communication. The team approach illustrated a non-threatening source of help for teachers toward problem solving in the classroom. The team approach concept also was consistent with this study.

Management

The teacher in this study was heavily influenced by the literature in management as it relates to supervision. The literature review on management is directly related to those areas referred to by the teacher.

The One Minute Manager's symbol -- a one minute readout from the face of a modern digital watch -- is intended to remind each of us to take a minute out of our day to look into the faces of the people we manage, and to realize that they are our most important resources (Blanchard & Johnson, 1982). The first discovery in this managerial approach is to set one minute goals. One minute goal setting works as the number one motivator of people is feedback on results (Blanchard & Johnson, 1982). It is feedback that keeps individuals moving. The philosophy behind this literature is:

1. Everyone is a potential winner.
2. Some people are disguised as losers.
3. Don't let their appearances fool you.

The second approach in this model is one minute praising. The one minute praising works well when you:

1. Tell people up front that you are going to let them know how they are doing.
2. Praise people immediately.
3. Tell people what they did right -- be specific.
4. Tell people how good you feel about what they did right, and how it helps the organization and the other people who work there.
5. Stop for a moment of silence to let them "feel" how good you feel.
6. Encourage them to do more of the same.
7. Shake hands or touch people in a way that makes it clear that you support their success in the organization (Blanchard & Johnson, 1982).

This literature illustrates that the most important thing in training somebody to become a winner is to catch them doing something right -- in the beginning approximately right and gradually moving them towards the desired behavior. The manager may even create situations in the beginning where one minute praising can be given. Many managers wait until their people do something exactly correct before they receive praise. As a result, many people never get to become high performers because their managers concentrate on catching them doing things wrong.

Eventually these individuals do as little as possible. They are afraid to take risks. The author states that much of the reason for this poor performance is simply because the people are managed so poorly (Blanchard & Johnson, 1982).

The third managerial approach advocated in this literature is one minute reprimands. The one minute reprimand works well when you:

1. Tell people beforehand that you are going to let them know how they are doing and in no uncertain terms.

   The first half of the reprimand:

2. Reprimand people immediately.
3. Tell people what they did wrong -- be specific.
4. Tell people how you feel about what they did wrong — and in no uncertain terms.
5. Stop for a few seconds of uncomfortable silence to let them feel how you feel.

   The second half of the reprimand:

6. Shake hands, or touch them in a way that lets them know you are honestly on their side.
7. Remind them how much you value them.
8. Reaffirm that you think well of them but not of their performance in this situation.
9. Realize that when the reprimand is over, it's over.

The authors feel that there are several reasons why the one minute reprimand works so well. The feedback is immediate. You reprimand the individual as soon as you observe the "misbehavior." Most managers store up information of poor behaviors and then when the

evaluations come they tell people all the things they have done wrong for the last few weeks or months or more. Managers should intervene early, deal with one behavior at a time, so the individual receiving the discipline is not overwhelmed. The important rule the authors stress is to reprimand the behavior only. The purpose with this type of discipline is to eliminate the behavior and keep the person. The One Minute Manager asked brief, important questions; spoke the simple truth; laughed, worked, and enjoyed. Thus, most important of all, he encouraged the people he worked with to do the same.

The special education teacher in this study utilized The One Minute Manager (1982) as his guide for managing his paraprofessional. The second book in this literature, Putting the One Minute Manager to Work (1984) described how the three secrets of one minute management can be turned into daily skills and illustrated how they work in real- life situations.

The managerial approach described recommended the KISS method: Keep It Short and Simple (Blanchard & Lorber, 1984). The ABC's of Management described how the three secrets of the One Minute Manager (1982) fit into the scheme of this managerial approach. Goal setting is the most important activator for managers to remember. It starts the whole management process (Blanchard & Lorber, 1984). One minute goal setting should be stated in behavioral terms; behaviors that can be seen (observed) and counted (measured). The authors stated that this is very important as it determines how to respond. Responding refers to consequences. Consequences follow or come after some performance.

The literature stressed that one never reprimands learners. Learners are never reprimanded as it may immobilize them and make them even more insecure. Reprimands do not teach skills. Reprimands can just change attitudes and get skilled individuals back to using their abilities (Blanchard & Lorber, 1984). Five steps to training a learner to be a good performer included:

1. Tell (what to do)
2. Show (how to do)

Then

3. Let the person try
4. Observe performance

And

5. Praise progress or redirect (Blanchard & Lorber, 1984)

A fundamental tenet of the Japanese managerial approach is to develop extraordinary qualities in ordinary individuals (Pascale & Athos, 1981). The Japanese understand that a manager's behavior is a powerful form of symbolic communication to people down the line, telling them what he really cares about. The key to success has been their ability to get to the employee seven levels down and motivate him to decide energetically and creatively to pursue the organization's objectives. When the executives in Japan meet with their managers it is seldom formal. The executives refrain from giving orders. They respect the pride of different individuals and honor the traditions of their companies (Pascale & Athos, 1981). Managers are strongly encouraged to spot the talent and potential within the ranks and put the right man in the right place. While this approach does not fire people, it regularly

rotates those in trouble into other jobs. Criticism is viewed by this approach as one of the disciplines of personal development. They work on a philosophy that a lot of "little" brains are superior to a few "big" brains when it comes to making organizations work properly (Pascale & Athos, 1981).

Praise and positive reinforcement are an important part of the Japanese philosophy. The message is: "Think about your job; develop yourself and help us improve the company" (Pascale and Athos, 1981, p. 56). The Japanese see each person as having economic, social, psychological, and spiritual needs. But Japanese executives assume it is their task to attend to much more of the whole of the person, and not leave so much to other institutions (such as government, family, or religious ones). They believe it is only when the individuals' needs are met within the subculture of a corporation that they can largely be freed for productive work. The Japanese accept ambiguity, uncertainty, and imperfection as much more of a given in organization life (Pascale & Athos, 1981). They see themselves as far more interdependent. Thus, they are willing to make far greater investments in people. They conduct their dialogues in circles, widening and narrowing them to correspond to the other's sensitivity to the feedback. For example, the executive might say, "I'd like you to reflect a bit further on your proposal." This approach allows the recipient to exist with his self-esteem intact. Japanese culture explicitly encourages, throughout an individual's lifetime development, the ability to understand without words, not just the situation, but the intention of the individuals. The difficulties American managers face are made more complicated by the

U.S. culture's fear of dependence on other people and by the high value placed on being independent.

The "Japanese" approach pays great attention to the socialization of its employees. It makes certain employees embrace the "family" concept by emphasizing it in training programs and at meetings. Applicants are carefully screened to determine their sense of cooperativeness or sense of teamwork. The most significant outcome of the way Japanese organizations manage themselves is that to a far greater extent than in the U.S. they get all employees in the organization to be alert, to look for opportunities to do small things better, and to strive by virtue of each small contribution to make the company succeed (Pascale & Athos, 1981). "It is like building a pyramid or watching a colony of ants: thousands of 'little people' doing 'little' things, all with the same basic purpose, can move mountains" (Pascale and Athos, 1981, p. 56).

Manager as developer. Managing for Excellence (Bradford and Cohen, (1984) explains why the traditional concept of "Manager as Hero" is outmoded, why it leads to overresponsibility on the part of managers and actually results in employees performing at levels far below their capability. As an alternative, Bradford and Cohen (1984) introduce a new concept of leadership called "Manager as Developer," which brings together some of the most important breakthroughs in management thinking of the last decade.

This new model of leadership is the key to raising mere adequacy to excellence. The focus is on quality, on genuinely

collaborative team effort, on confronting differences about work without infighting, and on continual attention to the development of members as integral to achieving the task. In this new model, everyone worries about the whole and takes initiative to see that problems are dealt with and objectives met. Task complexity insures that no one person can have all the necessary knowledge, which forces a higher degree of interdependence among subordinates, a much greater demand for coordination, if work is to be successfully accomplished. Information, cooperation, agreement, and assistance from many areas are needed (Bradford & Cohen, 1984). Manager and leader are used interchangeably in this literature, as the authors think that excellence can be achieved only through simultaneously taking care of the present and planning for the future.

In training programs and courses the authors conducted they discovered that about twenty-five percent of the managers reported that they used less than a third of their ability. Over half of the managers said they were using between thirty and sixty percent of their skills. Thus, the problem of utilization of abilities and competencies and to challenging employees.

An entirely new definition of leadership is required if a department is to be led into new and unanticipated areas (Bradford & Cohen, 1984). This new definition is a fundamental reorientation as shared responsibility and control take the place of the individual carrying the burdens alone. Within this model the manager must first believe in the concept and then act in the creation of a team of key subordinates who are jointly responsible with the manager for the

department's success. At the same time that the manager works to develop management responsibility in subordinates, he or she must help develop the abilities of the subordinates to share management of the unit's performance (Bradford & Cohen, 1984). Skills have to be learned, common goals accepted, expectations changed, and norms modified (Bradford & Cohen, 1984). This management model was created by work with over 200 managers from leading corporations and government agencies. Bradford and Cohen observed managers trying to deal with difficult situations, explored their reasoning and strategies, and applied what they learned to their thinking on leadership. Developer-managers learn to have impact without exerting total control, to be helpful without having all the answers, to get involved without demanding centrality, to be powerful without needing to dominate, and to act responsible without letting others out (Bradford & Cohen, 1984). The answer then is for the manager to build a team that shares in the responsibility of managing the department. Building such a team, whose members are involved in the decisions and share responsibility for the working of all the parts, should lead to greater subordinate commitment and motivation as well as better performance. Learning that occurs on the job, in ongoing interactions, is likely to be the most relevant to its members (Bradford & Cohen, 1984). Tasks can be assigned that broaden the subordinate's knowledge and skills, coaching can occur that builds competencies, and feedback can be given on an ongoing basis. In addition, the subordinates learn from how bosses go about developing, how they ask questions, provide support, confront, and make suggestions.

Summary of management. The literature review on management included (a) The One Minute Manager's approach to management, (b) five steps to training a learner to be a good performer, (c) the Japanese managerial process, and (d) manager as a developer. The literature reiterated management alternatives replacing the traditional concept of the manager assuming the responsibility alone. The focus was on collaborative team effort which was consistent with this study.

Adult Learning

Although interest in adult development has grown in recent years, the concept of adults as learners appeared to be enigmatic to the population under study. Since special education teachers are involved in training of aides and involved with parents, the need to learn about adults is especially important.

How and why do adults learn? If the researcher can answer this question then a part of the problem of training paraprofessionals would be answered. Bova and Phillips (1984) discussed the ways that adults learn through mentoring. The literature described possible roles and functions for the special education teacher as a mentor. These role descriptions included:

1. A non-parental career role model who actively provides guidance, support and opportunities for the protege. The function of a mentor consists of role model, consultant, and advisor (Sheely, 1976).

2. One who personalizes the modeling influences for the protege by a direct involvement not necessarily implied by a role model. Thus, in addition to being a role model, the mentor acts as a guide, a tutor or coach, and a confidant (Bolton, 1980).
3. One who possesses sincere generosity, compassion and concern. They listen in the best Rogerian sense, displaying feelings as well as ideas (Woodlands Group, 1980).
4. One defined not in terms of the formal role, but in terms of the character of the relationship and the function it serves (Levinson, 1978).
5. One who is receptive to looking objectively at accomplishments and giving encouragement, and also running interference for proteges (Thompson, 1976).

According to Phillips & Jones (1982) mentors can assume a variety of educational roles in their proteges' careers. One of the roles is a supportive boss. This mentor is usually an immediate boss, but it's a role that can be taken by anyone in a direct supervisory position, such as a teacher, coach or director.

The National Center For Research In Vocational Education (Ohio State University, 1984) described guidelines to consider when developing educational programs for adults. Adults possess characteristics that influence how they learn and that should be considered when developing instructional programs. Critical adult characteristics are as follows:

1. Adult Life Cycle: Each adult progresses through a series of life phases. In each phase of life, certain behaviors and skills -- known as developmental tasks -- need to be learned. Life-cycle phases influence how individuals approach learning as well as what they want or need to learn. In considering instructional programs, it is necessary to consider the developmental needs of adult learners at specific developmental stages.
2. Immediate Time Orientation: Adult learning is motivated by the need to learn a new task or make a specific decision. Adults are primarily interested in acquiring information, learning knowledge and skills for immediate application.
3. Broad Base of Experience: Adults have extensive experiences that influence their ability to perceive, process, and use information. Their experiences result in knowledge that provides a broad base foundation for gaining additional knowledge. Adults learn by relating new material to what they already know and by relating the new information to past experiences.
4. Independent Self-Concept: By adulthood, individuals have developed an independent view of self and rely less on others for direction. Learning situations for adults should be designed to allow adults to retain as much autonomy as possible.

5. Social Roles of Adults: The role of learner is a secondary one for adults. Since adults must attend first to their primary roles, such as wage earner, spouse, parent, or citizen, they frequently have limited amounts of energy and time to devote to their roles as learners.

Since adults have an independent self-concept, it is very important for them to assume responsibility for their learning. Otherwise, they may resist the learning situations in which they feel they have no voice. The challenge is to create a non-threatening atmosphere in which adults have permission and are expected to share in the responsibility for learning (Ohio State University, 1984). This can be accomplished in several ways:

1. Listen to learners' concerns.
2. Learn the names of participants so that they feel involved.
3. Relate the learning content to the participants' real life problems and situations.
4. Ask for feedback on previous lessons or sessions.
5. Respond to learners' feedback in a positive way.
6. Create opportunities for participants to reflect on proposed solutions to problems and situations.

Sharing the responsibility for learning provides the opportunity for adult learners to have ownership, to participate, and to feel that the activity is related to their needs. Instructional techniques that draw upon adult experiences are particularly appropriate for use in carrying out learning objectives, for they call upon the

stored knowledge and attitudes of learners and encourage them to participate in class sessions. They also help establish a relationship between the learner and the new material. The teacher's role is to enhance and reinforce existing motivation. These methods included (Ohio State University, 1984):

1. Group discussion
2. Role playing
3. Simulation exercises
4. Skill practice exercises

Modeling. Bolton (1980) presented a conceptual analysis of the mentor relationship as an aspect of social learning and the career development of women. Research tends to support the idea that there are no significant differences between men and women that would limit the capacity of women to perform effectively in managerial and supervisory jobs (Reif, Newstrom, and Monczka, 1975). Reif (1975) explored one aspect of the socialization process in the career development of women as the presence of a mentor. The definition of role models, the process of modeling and imitation, and their influence on learning were discussed to provide a background for conceptual analysis of the term mentor and its role in social learning.

For decades sociologists have made reference to "taking the role of the other" as a primary explanation in relating the acts of the individual to the social context of his actions. Kemper (1968) described the role model as an individual rather than a group and suggested that the model demonstrate how something is to be done.

Therefore, it is most important that the modeler possess the skills and qualities that are presumed by the person to be lacking in his or herself. It is, thus, by observation and comparison that learning takes place. One of the primary means by which new behaviors are acquired and existing patterns are modified entails modeling and vicarious processes (Bandura, 1973). It is evident from informal observation that human behavior is to a large extent socially transmitted, either deliberately or inadvertently acquired through the examples provided by influential models.

Modeling can produce various effects on observers: new patterns of behavior can be acquired through observation; behavior already learned can be strengthened or weakened; and similar behavior in observers can be facilitated by the actions of others serving as social prompts (Bolton, 1980). There are also several important reasons why modeling influences play a paramount role in learning in everyday life:

1. Models demonstrate how required activities are to be performed.
2. Modeling provides a faster way of learning than that of direct experience.
3. Some complex behavior can be produced only through the influence of models. (Bandura, 1973)

Within the context of social learning and the influence of modeling on career development emerges the more specific concept of mentor. The mentor, like the role model, demonstrates how an activity is to be performed and can enhance the learning experience. In addition the mentor personalizes the modeling influences for the individual by a

direct involvement not necessarily implied by a role model. Therefore in addition to being a role model, the mentor acts as a guide, a tutor or coach, and a confidant.

Similarities of mentoring to the early apprenticeship method of training illustrate the significance of a master or expert in the career development of a newcomer to a profession or trade. Roberts (1965) stated that an apprenticeship consists of "learning a trade on the job under supervision and according to established specification." In almost every occupation there is a practical aspect which occurs after the classroom learning has ceased, e.g. internships for medical doctors and practice teaching for school teachers. It is the practical aspect of training that has as its purpose to assimilate all the knowledge and facts into a workable organized collection of occupational competencies. It is the purpose that relates apprenticeships to mentor relationships.

Apprenticeships and mentor relationships both serve to develop the individual in a beginning state through experiences provided by a more experienced individual. The basic difference is that mentor relationships imply a more personal relationship than do apprenticeships. A mentor is defined in terms of the character of the relationship between two individuals rather than the function it serves (Levinson, 1978). The mentor relationship is much less formal and more personal than the apprenticeship. Perhaps equally as important in a mentor relationship as the learning that takes place in the individual, is the impression that is created on others (Bolton, 1980). The unspoken message is that "this person is O.K. because I have taken

responsibility for him/her. They are worthy of my attention and are therefore worthy of yours" (Bolton, 1980). Dalton, Thompson, and Price (1977) and Ard (1973) suggest the necessity of such a relationship during the beginning stages of a career. There is a similarity between the career development stages described by Dalton (1977) and the roles of supervision as described by Ard (1973). Both authors look at working relationships as a continuum of development in which those relations with significant others in the work environment change considerably. Each stage involves at least two people who have different roles or functions. The functions of the person in the superior role were role model, mentor and sponsor. This was designated as a superior role because one person provides something to the (subordinate) person, either directly as mentor or indirectly as a role-model. The subordinate role, the other half of the relationship, has three corresponding functions: observer, mentee, and protege. As this continuum occurs the person in the subordinate role may assume the superior role in a relationship with another individual. For example, he/she may be a mentee in one relationship but a role model in another or a protege in one and a mentor in another. The final stage of the career development relationship continuum is that of a peer. In this stage there is no superior, subordinate role implied but a relationship of equality.

These stages and the functions and roles implied are not discreet and it is difficult to label the two relationships within each stage with enough specificity to clearly indicate the nature of that aspect of the relationship (Bolton, 1980). Many individuals never reach

the mentor/mentee stage. The significance of the mentor is that it is in this stage when the guidance is close, personal and directed toward the mentee. This is contrasted to the role model who demonstrated how something is to be done but who may not even know the observer. The position of an individual in the organization's hierarchy should not be used as an indicator of his/her ability to help promote or advance another individual. The assumption of a mentor role relationship is that a certain amount of expertise has been accrued. The most important element in this development is the willingness to share accumulated knowledge with another individual in the beginning stage of development whether on the same occupational level or from a higher position (Bolton, 1980).

Three approaches to adult learning are advocated and used as bases for research and theory development. These frameworks were determined as having value since they were considered learner-centered. The emphasis in these three approaches is on the adult learner.

1. Instruction should be personalized to fit the learner. Activities are preplanned, unitized and based on the learning required of the student. This approach develops out of a Skinnerian philosophy as instruction requires the development of a set of specific behavioral objectives. Strengths of this approach are reflected by:
   (a) what is to be learned is very clear, and
   (b) evaluation is based on measurement of expected outcomes. This approach has proven effective for

learning of specifiable skills and efficient for Adult Basic Education programs (Davies, 1981).

2. Knowles' (1970) work represents a second approach. This approach begins with the identification of needs and resources by learners followed by objectives and individual or group projects (or contracts) for meeting the learning needs which are developed. The emphasis is on the activities and behaviors that are appropriate for meeting learning needs. Thus, plans, activities, and behaviors are important in fostering adult learning.
3. The personal learning project is based on the intentional activities of the learner. Tough (1978) discovered that individuals spend many hours carrying out personal learning projects -- sustained efforts to learn something that is fairly clear to the learner.

Experience as learning. Dewey (1938) was one of the first philosophers to redirect education to a consideration of the experience of the learner. He suggested that attention should be directed to the perceptions of the experiences of learners. This approach does not discredit the utility of other approaches, but indicates that the study of adult learning should be based on the experience -- the emotions, feelings, thoughts and the body state of the learner. Therefore, from an awareness of these experiences, learning can proceed to activities, behaviors and analysis. This approach calls for a shift in emphasis to the perspective of the learner (Davies, 1979).

Dewey (1938) stated that the principle of continuity of experience means every experience takes up something from those which have gone before and modifies in some way the quality of those which come after it. He continued to state that every experience is a moving force. Its value can be judged only on the ground of what it moves toward and into. Dewey felt that care must be devoted to the conditions which give each present experience a worthwhile meaning. Dewey also stressed collateral learning and the importance of the attitudes learners acquire as critical to further problem solving. He stressed that if we stifle the desire to learn then we also rob the student from learning from his experiences in his world -- which should be a priority. Thus, positive collateral learning operates to assist the learner in getting out of further experiences the fullest, richest potential. Dewey stressed that collateral learning is the formation of enduring attitudes, likes-dislikes -- and is more important than the subject that's learned. Dewey felt that attitudes are fundamentally what count in the future. He stated that the most important attitude that can be formed is that of the desire to go on learning. If this is not present the learner is robbed of his/her native capacities which otherwise would enable him to cope with situations he meets in the course of his life. However, he stated that care should be devoted to reconstruct conditions which give each present experience a worthwhile meaning. According to Dewey continuity and interaction is the criteria of the value of an experience.

Teachers, according to Dewey (1938), should be able to judge what attitudes are conducive to continued growth and which are

detrimental. The teacher is responsible for the total social set up which must take into account the needs and capacities of the individual, or it may cause an experience to be miseducative. It is the quality of the experience that is important and allows for expansion and meaning of further problems and experiences.

Reich (1973) suggested that from a biological perspective humans are constructed to expand from within to the outside. Friedman (1974) described how psychotherapy, a form of personal learning, should start from the client's -- the learner's -- experience. Ferree (1983) discussed self-knowledge as crucial in personal planning. The self-knowledge of which he speaks requires a person to know a great deal about the world. How can one really know whether he really desires to engage in various pursuits, if he has had no experience with these things? Ferree stated that the individual needs the kind of experience that gives him/her a fair sample of multiple pursuits. Thus, having experienced a wide array of alternatives the individual can compare his experiences to discover which ones offer him the highest satisfaction.

Research on learning from this perspective draws attention to the phenomenological, heuristic and hermeneutical studies. Phenomenological studies involve descriptions of experiences from the participant's perspective. Heuristic studies are based on the experience of a concern or crisis in the experience of the researcher which leads to reflective discovery and further exploration of the meaning of experience. Hermeneutical studies involve interpretation or finding the meaning in a learner's words or expressions and explaining

them to others. These kinds of studies, similar to this study, lead to greater understanding and new dimensions of the process of learning.

Buber (1947) stated that educators need to consider the most effective learning style based on the learners' experience. Buber reiterated that in learning what the individual needs and does not need at the moment, the educator is led to an even deeper recognition of what the person needs in order to grow. Paulo Friere (1973) described the educator's role as one in which he enters into conversation with the learner about concrete situations from the learner's experience. Teaching, he stresses, can not be done from the top down, but only from the inside out. Griffin (1979), teaching courses in adult education at the Ontario Institute for Studies in Education, taught that the experience of the learner was the beginning point. She was aware that she didn't really comprehend a principle until she discovered it from the inside out.

What is required is the ability to see into oneself, to know one's experience, one's being. One must acknowledge their experiences -- what they feel, what they care about, what they know, what they don't know, what they see and what they learn (Davies, 1981).

Summary of adult learning. The review of adult learning included (a) characteristics of adult learners, (b) modeling, and (c) experience as learning to better understand how and why adults learn. The literature described possible roles and functions for the teacher as a role model and mentor. The literature suggested that life-cycle phases influence how individuals approach learning as well as what they want or

need to learn. The function of assuming responsibility for one's own learning was reiterated. Thus, creating a non-threatening work climate for adults was supported. Mentoring relationships were found to be important in developing the adult learner. Proteges learn many important skills from their mentors. These skills are learned in different ways and under many different circumstances. The definition of role models, the process of modeling and imitation, and their influence on learning were supported by the literature. The literature indicated that learning can take place by observation and comparison. Modeling influences play a paramount role in learning in everyday life.

Three approaches to adult learning were highlighted and used as bases for research and theory development for adult learners: (a) Dewey indicated that adult learning should be based on experience, (b) Reich, Friedman, Friere and Griffin described how humans are constructed to expand from within to the outside, and (c) Ferree indicated that the individual needs the kind of experience that gives him a fair sample of them for comparison.

Summary

The overall literature review included (a) teacher roles and functions, (b) special education teacher roles, (c) paraprofessional roles and functions, (d) professional development and training, (e) supervision and (f) adult learning as a basis for the study. The review indicated a definite need for role clarifications for the teacher and paraprofessional.

The teacher roles and functions identified teaching tasks which related to the functions. The teaching tasks provided a framework in which to relate practice and research. The special education teacher roles reiterated the need to train special education teachers to work effectively with paraprofessionals. Paraprofessionals were usually not given any training for their functions. However, the teachers were not known to have received either training to prepare them to use paraprofessionals to the best advantage or training to prepare them for other role functions they assumed when paraprofessionals were employed. One role definition as the "program manager" of the instructional team was consistent with this study.

Supervision was defined as a process which facilitated the growth of the teacher, by providing the teacher with feedback about classroom interactions and assisting the teacher to utilize that feedback in order to make teaching more effective. Some teachers preferred a direct supervisory style, while others preferred non-direct interactions. Clinical supervision was defined as an intensive process designed to improve instruction by conferring with the teacher on (a) lesson planning, (b) observing the lesson, (c) analyzing the observational data and (d) giving the teacher feedback.

While teachers want and need the services of paraprofessionals, there has been difficulty in utilizing them as effectively as possible. It appeared that much inservice was fragmented in nature and distant from the professional lives of teachers and the settings in which they worked. The most innovative approaches to professional development were those that relied on exploration and

discovery by teachers. Thus, the review indicated that staff development was something the teacher did for himself/herself to grow and develop on the job.

Training included the combination of (a) theory, (b) modeling, (c) practice, (d) feedback, and (e) coaching to application (Joyce and Showers (1980). The review indicated that continuous feedback, practice, and the companionship of coaches was necessary to enable the learner to bring additional skills to their repertoire under effective control. Feedback from others had a powerful influence on teachers' self-perceptions.

Management was reviewed as it was referred to in the data for the study. The Japanese approach focused on the socialization of its employees. The family concept was emphasized in the Japanese managerial process. Another model of management by Bradford and Cohen (1984) focused on collaborative team effort. Bradford and Cohen's (1984) model included shared responsibility and control replacing the supervisor carrying the responsibilities above.

The reviews of adult learning included guidelines to consider when developing educational programs for adults. The definition of role models, mentor, the process of modeling, and their influence on learning were included to provide a basis for analysis of the mentor role. Three approaches to adult learning were reviewed for additional basis and added meaning to the study. The six research questions addressed what were the practices ongoing in the classroom along with interpretations and definitions of roles by both the teacher and paraprofessional.

CHAPTER III

Methodology

Introduction

A case study method was selected for an in-depth understanding of practices evidenced by a special education teacher training and supervising a paraprofessional. It was the purpose of this chapter to describe the method and procedures that the researcher utilized to discover role definitions, meanings and interpretations that the special education teacher practiced while providing specific training and supervision for a paraprofessional.

The Case Study

This case study involved the researcher conducting a detailed investigation of a special education teacher and a paraprofessional, new to the classroom, within a severely multiply impaired classroom at Kennedy School. To ensure anonymity, all proper names of individuals and schools are fictitious.

The aims of the case study were understanding, extension of experience, and increase in meanings in that which is known. The approach used in this study was intense participation in the experiences of a special education teacher focusing on training and managing a paraprofessional in a severely multiply impaired classroom.

The main purpose for the study was to explicate and understand the roles and tasks of a special education teacher while training and managing a paraprofessional. The study appeared useful for further identification and clarification of the concepts of training and supervising as roles carried out by a special education teacher. The results of subjective research should not be taken as conclusive evidence (Borg & Meredith, 1983). The utility of this work will be judged when the reader turns to other cases and encounters fresh data that may be assessed within this framework (Labov, Williams and Fanshel, 1977). Once a significant number of case studies have been compared, it may be possible to interpret their results in order to identify potentially significant variables whose validity and reliability could then be verified by way of experimental research.

The following research questions were asked at the beginning of the study, and have guided the data collection and interpretation.

1. How does a special education teacher define his/her role in training a paraprofessional?
2. How does a paraprofessional define the role of the special education teacher in his/her training?
3. What practices are evident in providing specific training for a paraprofessional by a special education teacher?
4. How does a special education teacher define his/her role in supervising a paraprofessional?
5. How does a paraprofessional define the role of the special education teacher in supervising his/her work?

6. What practices are evident in providing specific supervision for a paraprofessional by a special education teacher?

Study Group

The population of this study included one male special education teacher and one paraprofessional new to the Severely Multiply Impaired classroom at Kennedy School. This paraprofessional was selected as she was under the direct supervision of the teacher in the study and new to the classroom beginning August, 1984. Although not a central focus, two other female paraprofessionals in the classroom, who had been with this teacher the previous school year. Eight severely multiply impaired students in the classroom under study provided additional context for the study.

The researcher selected the informants at the direction of her committee members and chairman. In a previous study the researcher had gathered data from four classroom special education teachers and six paraprofessionals at Kennedy School. The researcher selected this particular teacher since from previous data he was performing training and supervision with a paraprofessional new to his classroom.

The Ethnographic Research Cycle

While other social science researchers usually follow a linear pattern of investigation, the ethnographer tends to follow a cyclical model (Spradley, 1980). The researcher in this study followed the

cyclical pattern which meant that the major tasks of data collection were repeated many times until patterns were established from practices evident in the classroom. The cyclical concept means that the researcher used feedback from each observation and interview to modify earlier information. It was a longitudinal study consisting of seven school months as interpretations led to new questions and subsequently additional observations and interviews. This research cycle consisted of (a) asking ethnographic questions, (b) collecting ethnographic data by field observations and interviews, (c) making an ethnographic record, and (d) analyzing ethnographic data (Appendix H). Observations in the classroom were spontaneous and also at the invitation of the teacher into his classroom for a minimum of five hours per school week.

Interviews were primarily unstructured arising from new questions to ask following classroom observations. The study involved an open-ended inquiry and required constant feedback to give the study direction. Thus, the researcher interpreted the field notes after each period of field work in order to know what to look for during the next period of participant observation. The data collection was influenced by the six research questions which guided the study. The research cycle continued until the study was completed.

Guided by the primary research questions the researcher made broad descriptive observations, attempting to get an overview of the training and supervision of the paraprofessional. Then, after recording and analyzing the initial data, the researcher narrowed the scope and began to make selective focused observations. The special education teacher informed the researcher when meetings and conferences were held

during the school day. The researcher also observed the classroom at times when the teacher was absent, and varied the observations throughout the day between 8:00 A.M. and 4:00 P.M. Finally, after more analysis and repeated observations in the field, the researcher narrowed the investigations still further to make very selective observations. However, even as the observations became more focused, the researcher continued making general descriptive observations until the end of the field study.

Data Collection

Observation. Observation was one important mode to obtain valid inferences about the individuals under study and the meanings they share. The researcher had permission from the teacher to observe at any time during the school day and was invited to observe at special times for two hours per week. Many data were collected from field notes made in the classroom and/or reconstructed at the earliest opportunity after the occurrence of the interaction. Data were also collected in the school when the teacher and paraprofessional met together as in the lounge and conference room.

Interview. At the site, the researcher regarded all conversation between herself and others as forms of interviewing. Brief, situational, or "incidental" questioning or conversation was utilized throughout the study. The researcher also used on-the-spot questioning when verbalizations or observations were unclear. Questioning was

postponed when the researcher felt the classroom under study would be interrupted by making her presence more obvious. Questioning took place as soon as the researcher felt it was appropriate and necessary to clarify behaviors. Interviewing and observations were used to interpret prior data and to validate inferences. The majority of informal interviews did not use a specific, ordered list of questions or topics because this amount of formality would have destroyed the conversational style.

An initial interview guide was formulated after the researcher had completed the cycle a minimum of four times and needed additional participant perspectives. The initial guide was based on inferences arrived at from data collection. The guide was developed over a period of time by beginning with the most unstructured exploratory interviews and then gradually structuring the interview schedule as the information became more precise. Thus, in the beginning of the research cycle the procedures were not preplanned, while in the final phase of exploration the interview guide was refined and structured. (Appendices C-G). The informal interviews were completed individually and not jointly. The researcher needed from time to time to:

1. Clarify the intent of the question.
2. Probe for any clarification or elaboration of the responses so as to meet the objectives of the interviews.
3. Motivate the participants by demonstrating appropriate attitudes toward the task, the answers received, or the participant himself.

Interviewing allowed the researcher to gather descriptive data in the subject's own words. While observation was the center of the field research, the interview was used to provide context or meaning and to obtain people's beliefs, attitudes, values, knowledge, or any other subjective orientations or mental content (Gorden, 1980). Questioning the participants regarding the what and why of their behavior was necessary to avoid unwarranted inferences and imputations by the researcher.

Journal. The special education teacher wrote in a journal his definition and perspectives toward training and supervision. This written information was then checked by observations, informal, and formal interviews. The teacher volunteered to write these descriptions and definitions for the researcher.

Conferences. Cultural meaning is complex, therefore the researcher focused on conferences with the special education teacher and paraprofessional as an additional means to better understand the roles of the teacher while training and supervising a paraprofessional. The conferences included informal and formal meetings before and after the students left and discussions during the school day regarding activities, students, or goals and objectives. The researcher observed how the teacher shared and disseminated ideas and information to the paraprofessional. Following the conferences the researcher questioned the informants when in doubt or was uncertain regarding what was happening. The researcher also inquired informally following the

conferences to gain the participant's perspectives of what actually occurred during the meeting. This provided a check for the researcher as to the meanings she discovered. Mainly the inquiries followed the conferences, but there were times when it was not feasible for the participants, and time was arranged as soon as possible to get back with the informants. The researcher also gained permission from the special education teacher and paraprofessional to attend the small conferences whenever they were held. The teacher volunteered to make the researcher aware of the time and place of joint conferences with the paraprofessional and gained permission to attend these whenever they were held. The data collection included:

1. Observed the conference.
2. Recorded data as to the purpose of the conference, discussion that occurred, and closure of the conference.
3. Questioned the participants regarding their interpretation of the conference, thus, adding a validity check as to the researcher's derived meanings.
4. Recorded and analyzed the conference data.

Documents. The researcher reviewed official documents to obtain information on how training and supervision were defined at the Kennedy School and its relationship and meaning to the participants in this study. Job descriptions and the school curriculum assessment aided the researcher in the initial interview and further probing. Questioning the teacher and paraprofessional regarding their job description added meaning to observed behaviors in the classroom and conference notes.

The researcher studied the school Functionally-Based Curriculum Model which was used by the special education teacher and paraprofessional. This document provided more questions to ask participants regarding training the paraprofessional to perform the goals and objectives with the students.

Internal documents were memos and other communications that were circulated inside the school and classroom. These documents revealed information about the official chain of command, and internal rules and regulations which effected training and supervision within the classroom. The researcher had access to most internally produced documents including:

1. Minutes of teachers meetings
2. School bulletins
3. Memos to the special education teacher or paraprofessional in the study
4. Teacher's lesson plans
5. Teacher's schedules within the classroom
6. Evaluation of the paraprofessional by the teacher, with her permission
7. Data collection by the teacher and paraprofessional on students
8. Assignments posted in the classroom by the teacher
9. All other postings, information that the special education teacher or paraprofessional share with the researcher

10. Other classroom documents that are readily observable for the researcher
11. Other school documents that are readily observable for the researcher

External communication refers to materials produced by the school system for public consumption. These included:

1. News releases
2. Notes to parents-guardian-Regional Center
3. Public statements of philosophy
4. Spartan Intermediate School District Plan
5. Evaluation forms
6. Job descriptions
7. Incoming materials received from other schools

In addition to the official documents already discussed, the school had individual files on every student and in most cases on each employee. The researcher approached student records not for what they told about the student, but rather for what they revealed about the individuals who wrote the records.

Media. The tape recorder was used by the researcher for interviewing with preplanned structured questions. The more complex the information, the less the researcher depended on memory or field notes. The greater the significance of the exact words used and the order in which the ideas were expressed, the more necessary it was to use a tape recorder.

The following precautions were followed in these instances:

1. The use of the tape recorder was explained to the participants in a forthright and matter-of-fact way.
2. The researcher was thoroughly familiar with the machine so that she did not feel insecure in its use or devote too much attention to it.
3. Once the interview began, the researcher showed no awareness of the tape recorder's presence.

An example of the explanation for the usage of the tape recorder was:

> "I am very interested in getting all the details of exactly what you say, and do not want to distort them. The best way to do this is for the tape recorder to do all the work. In this way I can listen to it over and over again and type the relevant material. If you have any objections I can take notes, but this method is much more accurate."

Ethics

Ethics are understood in terms of their lifelong obligations to the people who have touched their lives in the course of living the life of a qualitative researcher (Bogdan & Biklen, 1982). The great complexity of fieldwork sites makes it difficult, if not impossible, to adopt a single set of standards for all ethnographers. However, ethical principles based on those adopted by the American Anthropological Association served as a useful guide (Appendix I).

The principles did not interfere or restrict obtaining data or analysis of data and the researcher was not looked upon with suspicion and distrust as she protected the rights of the informants in this study.

Reliability and Validity

It is clear that for observations to be valid they must be reliable, but the fact that the observations are reliable is no guarantee that they will be valid (Gorden, 1980). Thus, the researcher was guided by the Ethnographic Research Cycle, a minimum of seven times, searching for patterns in the practices used by the subjects. Thus, important parts of the analysis were made while still obtaining data. The analysis was ongoing throughout the study.

To provide cross checking field notes were checked against interviews, documents, and conference notes for consistencies and discrepant cases. The researcher compared the information obtained in varied forms of interviews. Thus, the conclusions were obtained and checked against the experiences and understandings of the teacher and paraprofessional. The study extended over seven months, providing a longitudinal perspective not present in most educational research. The theories developed were grounded solidly in observational data gathered in a naturalistic setting. An essential prerequisite was the researcher's conviction that what she was writing was an accurate interpretation. This conviction rests upon necessary and credible procedures performed, as well as upon the sense of certainty that the

observer did in fact see what she says she saw (Schatzman & Strauss, 1973). The researcher was charged with developing a descriptive narrative that was sufficiently valid in order that the categories used would be well substantiated, and the event defined shown to be true by giving evidence. "One may then say that 'This is the way the participants make sense of their world' and when one can say that, validity is assured" (Cusick, 1978, p. 18).

Analysis

Following the previously described research cycle the researcher systematically searched and arranged the fieldnotes, interview data, and other relevant materials that were accumulated to increase her understanding of them and to present what was discovered to the reader. This analysis included:

1. Worked with data
2. Organized it by roles
3. Sorted it into manageable units
4. Synthesized
5. Searched for patterns
6. Discovered what was important
7. Discovered what was to be learned
8. Decided what to tell the reader

Therefore, the analysis was actually a process of data reduction. The researcher started analyzing very early in the study. This allowed her to adjust observational strategies, shifting some emphasis towards those

experiences which bore upon the development of her understanding, and generally exercised control over her emerging ideas by virtually simultaneously "checking" or "testing" of these ideas. Thus, the researcher continued shifting grounds and changed roles, until all the inferred discovered roles were displaced by those based upon observation.

Finally, the researcher included an overview of the cultural scene and statements that conveyed a sense of the whole setting. Although the study was an in-depth analysis of two informants, the analysis consisted of a search for:

1. The parts of a culture
2. The relationship among those parts
3. The relationship of the parts to the whole

Concepts, models, and data drawn from examination of secondary sources were used by the researcher to facilitate her understanding of the data. A substitute (floater) paraprofessional and the school psychologist provided the researcher with additional definitions and meanings. Individual Educational Plans and behavior treatment plans for students were examined as they related to exactly what the staff was performing in the classroom. The Individual Educational Plans and behavior treatment plans were provided by the teacher and school psychologist.

Summary

This chapter presented the methodology for the study. The research cycle was reiterated as the framework for gaining conceptual entry into the subject matter, and for raising relevant questions quickly. Reliability, validity and analysis were described in regard to the study. Chapter Four includes a presentation of the descriptive data collected for the study over a period of seven school months.

CHAPTER IV

Presentation of Data

Introduction

The purpose of this study was to explicate and understand the roles and tasks of a special education teacher while guiding the training and supervision of a paraprofessional at Kennedy School. The two primary subjects in this study, a special education teacher and one of his paraprofessionals, provided a rich and extensive source of information related to these roles. The six research questions of the study are used for the organization and context presentation of the data. Dates and field note references are used for identification purposes. Thus, the form 2-5 means February 5. The study was organized by the research questions which included:

1. How does a special education teacher define his or her role in training a paraprofessional?
2. How does a paraprofessional define the role of the special education teacher in his or her training?
3. What practices are evident in providing specific training for a paraprofessional by a special education teacher?
4. How does a special education teacher define his or her role in supervising a paraprofessional?
5. How does a paraprofessional define the role of the special education teacher in supervising his or her work?

6. What practices are evident in providing specific supervision for a paraprofessional by a special education teacher?

Context of Study

The study was conducted in Kennedy School in the Spartan Intermediate School District located in the south central part of a midwestern state. The City of Spartan is centrally located in Spartan County, and is the focal point for all Intermediate School District activities. Spartan County is a rural agricultural area with small industry. The Regional Center for Developmental Disabilities has long been an economic asset to the community as well as a key educational setting for the special education student.

Within the boundaries of the Spartan Intermediate School District, there are three local school districts. These districts represent a total (K-12) pupil population of approximately 6,000. The Center for Developmental Disabilities has approximately 400 residents, of which 110 are enrolled in special education programs operated by the Spartan Intermediate School District.

The site of the study, Kennedy School, provides services for students, to 26 years of age, who are enrolled in the Severely Mentally Impaired and Severely Multiply Impaired Programs. These classrooms are mandated by the state Rules and Regulations to have additional paraprofessionals in the classrooms.

Kennedy School services the Center for Developmental Disabilities and is staffed and operated by the Spartan Intermediate School District. Twelve certified special education teachers and approximately 33 non-certified paraprofessionals operate eleven special education classrooms. Each teacher supervises two to four paraprofessionals per classroom.

The clientele in the program includes two classifications:

1. GROWTH AND DEVELOPMENT

   Residents in this program have significant developmental and adaptive training needs generally with a classification of moderate, severe, or profound mental retardation. The major program emphasis is the development of communication, self-care, socialization, and daily living skills. Residents' ages range from infants through 26.

2. BEHAVIOR TREATMENT

   This program classification is for residents with a common program need that cannot be met in other program areas. Residents who have serious maladaptive behaviors that make it difficult to program them with other classifications and groupings of residents are assigned to this program for interim periods.

The students at Kennedy School were all institutionalized students. Residence halls with appropriate professional care were provided when the students were not in school. The educational program

extends through the summer months for a total school time of 230 days per year.

Students. The special education teacher in this study was responsible for eight Severely Multiply Impaired students with assistance from three paraprofessionals. The students included:

Student A: 1-29-60 Birthday, age 25, male;

Handicaps: Profound mental retardation, infantile cerebral palsy, aphasia, spastic quadriplegia and severe deformities of the feet, myopic astigmatism, nonverbal.

Maladaptive Behavior: Aggressive self abuse and screaming.

Behavior Treatment Program and Data Collection Present.

Wheelchair--Physical Therapy and Occupational Services.

Student B: 2-9-61 Birthday, age 24, Female;

Handicaps: Blind (no eyes), spastic cerebral palsy with mild diplegia, nonverbal and mental retardation.

Maladaptive Behavior: Treatment for stripping of clothes--behavior has not occurred but once since May 4, 1984.

This student can ambulate independently, but is blind.

Student C: 4-5-60 Birthday, age 25, Male;

Handicaps: Profound mental retardation with albinism, rubella, nonverbal and spastic diplegia seizures

Maladaptive Behavior: Finger and hand sucking-Vestibular Stimulation program

Wheelchair student

Student D: 4-12-63 Birthday, age 22, Male;

Handicaps: Major motor seizures, diplegia, nonverbal and mental retardation

Maladaptive Behavior: More difficulty in feeding self due to spasticity, walks with bent knees

Partially ambulatory

Student E: 4-9-60 Birthday, age 25, Male;

Handicaps: Profound Mental Retardation, seizures, spastic quadriplegia, severe epilepsy, aphasia, nonverbal, scoliosis, brittle bones and a wheelchair student

Maladaptive Behavior: Cries

Student F: 6-31-61 Birthday, age 24, Male;

Handicaps: Congenital hydrocephalus (shunt), seizures, quadriplegia, nonverbal, wheelchair student, and mental retardation

Maladaptive Behavior: None

Student G: 11-18-62 Birthday, age 23, Female;

Handicaps: spastic quadriplegia, seizures, nonverbal but for a few words and severely mentally retarded

Maladaptive Behavior: None

Student H: 3-29-63 Birthday, age 22, Male;

Handicaps: Spastic diaplegia, cerebral palsy, scoliosis, nonverbal, seizures and severely mentally retarded

Maladaptive Behavior: None

(9-12 field notes)

Personal Descriptions

Descriptions of the two participants include Bill, the special education teacher, and Carol, the paraprofessional, new to his classroom. Two other paraprofessionals, Carol and Janie, in the classroom are described to reflect the classroom organization and climate.

The special education teacher. In order to describe accurately the special education teacher in the study the researcher asked the teacher to describe himself. In response he volunteered to write a description of himself answering the question: Who am I?

"Who Am I?"

"I am a teacher who brings to the classroom a broad scope of experiences. My college education and two years after were dedicated to developing my talents and self into a knowledgeable, loving person who could be in the special service of the Lord as a priest in the Roman Catholic Church. In my two past graduate years in the seminary I was an assistant chaplain at the Plymouth State Home for the retarded (1970-1972). I also taught religion to all levels in school and to the deaf and retarded children.

Up to this time, before I went on to a different life, I already had achieved a BA degree in my major of theology and philosophy with minors in Language and Social Studies. I also had two years of post graduate work for a MA in theology with internship as a Religious Education Coordinator at a local parish.

My experiences with the deaf and with teaching led me to achieve a Master's degree in Special Education K-12 for the deaf and Regular Education K-8 grades, at Eastern Michigan University.

Presently I am thirty-seven years old, married to a loving-caring wife, Carol. We have three children, Anna, age seven, Andy, age four and Christy, age two.

I have been at Spartan School for ten years - since 1975. My different roles began with being a Hearing Consultant for approximately fifty students along with other coordinating duties. My role then expanded to covering a school, soon two schools, next three schools, plus two community Severely Multiply Impaired Deaf classrooms. My duties included inservice training, therapy, coordinating and reporting audiological testing and otological appointments. I assisted with ear treatments and evaluations. I did testing of students hearing as a preliminary conditioning before final testing.

During the first five years with Spartan School I had no aides under my direction. I was active in C. E. C. and became President one year. During my tenure as president our chapter won the Most Outstanding Chapter in the State. We also raised over three thousand dollars for Special Olympic uniforms.

My experiences include one year as a resource room teacher for the Severely Multi-cap deaf at Spartan School and did have two training aides. This first experience with aides was positive. They were both cooperative and energetic as we worked more as therapists with specific students.

My next experience was being assigned as a teacher of a community classroom at a grade school with four multi-cap deaf students and four POHI, EI, LD, MR students. This conglomeration of students did have such a mixture of two or more handicaps that it was truly a potpourri. This classroom had several different teachers before I arrived. The two aides had remained on the scene and were many year veterans. Their abilities, routines and knowledge of the students were well entrenched. My working experience with these two aides became very stressful and uncooperative. They disliked change or new ideas and became at times belligerent. Any efforts on my part to bring us together in a working relationship were met with criticism and going about what they wanted done. Many times my authority and position was threatened or rebuked.

After one year this room was disbanded and merged into other classrooms. The last three years I have been at Spartan School in a Severely Multiply Impaired room. During this period the three aides that I began with, who were also veterans of those students, had reached a 'burn out' and were allowed the opportunity to transfer. They transferred and since then I have received three new aides. These have worked well into a team and in cooperation with programming and changes. They have been nothing but the best."

Bill
(2-5 Journal)

Paraprofessionals in the classroom. Carol, the paraprofessional included in the study, was new to this classroom. She was very quiet and usually ate lunch by herself or with the teacher. She seldom initiated a conversation although if asked questions would volunteer conversation. She was very cooperative and when the researcher asked if she would like to be involved in this study she appeared very pleased that she was selected. Carol was very conscientious and was always observed to be working with students, charts, art projects, or classroom preparation. She was approximately five feet eight inches, 120 pounds, and dressed very neat, but conservatively. She told the researcher that she enjoyed her work, the teacher and staff, but especially the students. Carol was elated when hired by the Spartan Intermediate School District. (9-24 field notes) She had nine years experience in other special education classrooms for Spartan Intermediate School District before being transferred to this classroom. Carol volunteered to write the following description of herself by answering the question: Who am I?

"Who Am I?"

> I have worked for Spartan Intermediate School District for ten years. I have worked under five different teachers and classrooms. I am really at home in the Ortho room. The children are like overgrown infants, who love the attention and affection that they get from us. I have seen much progress from my two students that I work with. Whether it's a smile or the final response you get, for what you have been working on for so long, wondering whether they can do it or not, or if it's worth it.

> During my senior year in high school I decided I would like to work with mentally handicapped children. I graduated from high school in 1970 and began work in a factory, which I hated. Five years later my dream came true and I was hired by the Spartan School District.
>
> I have two boys ages nine and eleven, in grades fourth and fifth. My husband is a 'jack of all trades.' If he can't fix something, he will figure it out, until he can.
>
> I enjoy doing tri-chem painting on material. I also have made many quilts. I make homemade bread and cookies 'from scratch.' I try to do things the old-fashioned way, and to stretch a budget.
>
> My boys have brought home art projects from school, which I have copied and made a complete set of art ideas by the month for the classroom I am in now. I have made three copies of these for other teachers I have worked for.
>
> I am from a family of nine and grew up in a small town. I have been a shy and quiet person ever since I can remember. I still am in a lot of ways. I have learned a lot by being quiet with my eyes open! I can hear and see more of what is going on around me." Carol. (2-8 Document)

The two additional paraprofessionals working in the classroom were Helen and Jane.

Helen, the youngest of the paraprofessionals, had been employed with the Spartan Intermediate School System for eight years. Twenty-six years old, married and with no children, she was hired by the Spartan Schools shortly after graduation from high school.

This aide had a very good sense of humor and was very talkative. She enjoyed children and would like to have children of her own. She had an outgoing personality and enjoyed people. Helen described Bill, the teacher, as very patient and helpful in any given situation.

In her spare time Helen enjoyed reading, crocheting, and bike riding. (2-5 field notes) She did not remain in the background in contrast to Carol who was quieter and reserved. (2-5 field notes)

Jane, the third paraprofessional, was very active throughout Kennedy School. She was on the Social Committee, had many close friends throughout the school and was the oldest of the three paraprofessionals in the classroom. She appeared to relate well with both the young and older paraprofessionals in the building as others went to her for advice both personal and professional. (2-7 field notes)

Special Education Teacher's Definition of Training

The definition of training described by Bill, the teacher, included (a) examples, (b) demonstrations, (c) discussions, (d) reading material, and (e) refinement. The training was organized by use of a team management approach. The teacher's philosophy behind this approach was that by good management a new paraprofessional could be trained.

Bill defined how he was training Carol in the following description from the first interview: how do you define your role in training a paraprofessional?

> "Training is defined by my teaching through examples, demonstrations, discussions, reading material, and refinement of what I want happening in the classroom with the students. This training is organizational in manner which is spelled out by 'Teamwork' in reality. It is learning by our mistakes, refining and redefining programming. To be ready for change and move on it. This is all a part of training for new and old aides. There is much for a new aide to learn and adjust and that will come with time and good management." (10-9 Interview)

The teacher's definition of training emphasized that teamwork was the overall concept and the process the teacher followed to train his aides. Elements of his definition included role model, conferences, handouts, coaching and practice at the work site.

Paraprofessional's Definition of Training by the Teacher

Carol, the paraprofessional, assumed a complementary role to the teacher within the classroom team. She defined the role of the teacher in her training as (a) worked beside us, (b) showed us what to do, (c) I watched him, (d) explained at conferences, (e) prompted us when necessary, (f) feedback was reciprocal, (g) offered encouragement, (h) training was ongoing, and (i) a comfortable atmosphere. These practices were used by Carol to define the role of the teacher in her training.

> "Bill works right beside us. He shows us what to do so if we don't know we can watch him. If it's something new, he explains it at conferences with all of us so we can ask questions. He prompts us at times when he observes us doing something incorrectly, as with gross motor therapy. He doesn't make a 'big deal' out of our mistakes, but tells us what we did right and what we should change. I feel comfortable in asking him questions and offering advice. I enjoy art work and he encourages me. Training goes on all the time as he observes us and offers suggestions." (10-12 Interview)

Carol's definition of training was consistent with the teacher's definition of a team management concept. It appeared there were no inconsistencies between definitions as the teacher worked beside the paraprofessionals daily. The researcher observed the teacher on

eighty-two observations working directly with students in the classroom. (3-27 field notes)

Practices Used in Providing Training

Practices, used by Bill, that were evident in providing specific training for a paraprofessional included (a) modeling, (b) feedback and coaching, (c) posted and written instructions, (d) role playing, and (e) charting and comments. The teacher and paraprofessionals worked as a team with ongoing reciprocal feedback. Although they worked as a team, the teacher was the manager, and initially modeled the behavior or techniques he desired from the aide. Bill's practices were supported by research. The most effective training activities are those that combine theory, modeling, practice, feedback and coaching to application (Joyce and Showers, 1980).

Modeling. The model demonstrates how something is to be done as it is by observation and comparison that learning takes place. It is evident from informal observation that human behavior is to a large extent socially transmitted, either deliberately or inadvertently through the examples provided by models.

Bill, the teacher, demonstrated for his paraprofessionals methods of reinforcing the students in the classroom. Observations and interviews assisted the researcher in describing and identifying the role of the special education teacher as a model for his paraprofessionals.

Reinforcers were used with special education students by the special education teacher and paraprofessionals daily. (The researcher noted reinforcers used continuously in the classroom.) Accepted definitions and beliefs practiced at Spartan Intermediate School District regarding reinforcers included:

1. A reinforcer is a consequence that immediately follows the behavior and increases the likelihood that the behavior will occur again.

2. You cannot motivate a student if you cannot identify at least one reinforcer for them.
3. A consequence that follows a response and increases the likelihood of that response occurring again is a reinforcer.
4. When starting a reinforcement program, reinforcers should be delivered for each and every appropriate behavior.
5. Once the appropriate behavior is established, the frequency of reinforcement delivery can be lessened.
6. A variety of different social, edible, and tactile reinforcers should be used to increase appropriate behaviors. (2-27 field notes)

The interview with the school psychologist included reference to the importance of reinforcers.

> "A behavioral program for a student must contain his/her reinforcers. Several reinforcers are defined for each student that will be used to reinforce appropriate behaviors. If there are no known reinforcers, the teachers and aides do reinforcer sampling to discover them." (2-1 field notes)

This observation showed the teacher himself being the positive reinforcer for a student by talking with her, stroking her hair, and smiling when she was sitting properly. Bill was observed doing this by three other paraprofessionals in his room. The following day the researcher observed the teacher assisting another student and Carol was with the student he had the previous day, doing what he had modeled. He did not give her any verbal instructions, but instead modeled the reinforcers for his aides. When the student would sit appropriately she was talked to and her hair was stroked. When the student would throw herself to the floor, she was ignored by the aide. (2-13 field notes)

The researcher later informally met with the teacher and paraprofessional independently. Bill expressed that the easiest, most efficient, and least bureaucratic method of teaching his aides ways to reinforce was for him to demonstrate them himself. It appeared to the researcher that by demonstration he showed them exactly what he wanted them to do. They worked as a team and there was respect between teacher and aides in the classroom. The concept of modeling demonstrated that the teacher, in this case, was independently attempting to teach his paraprofessionals. Although they worked as a team, the teacher was the manager and initially modeled the behavior. The researcher then met with Carol to discover if she was aware of what the teacher was attempting to accomplish. The researcher asked:

Question: "How did you know what to do with the student when she threw herself to the floor?"

Carol: "I watched Bill yesterday and he ignored her. I knew that was part of her Behavior Treatment program as I read it in her folder."

Question: "Did observing Bill previously help you with the student?"

Carol: "Yes, as he has told us to watch him when he's working with students. Reading a B.T. program and carrying it out can be difficult if no one shows you what to do. (2-13 Interview)

Carol supported the researcher's reflections of respect between paraprofessional and teacher (2-27 Interview) expressing that, "He's a great teacher and he supports us. He shows us what to do by doing it himself. He's not distant, but works with us. He's not afraid to work with the students himself." Helen added, "He wouldn't ask us to do something that he couldn't do himself."

Another example of the teacher modeling reinforcers was the teacher seated beside a desk with a student where several puzzles, pegs and games were set out for the student to complete. Whenever the student finished one task he was given an edible reinforcer, a pretzel, and the teacher said, "Good." The researcher observed this exact activity and procedure used by the teacher each A.M. for a week in this class. The following week the teacher rotated students to another aide. Carol was assigned this same student. The researcher observed Carol following the teacher's demonstration. Bill related to the researcher that this was an aggressive student and he was training Carol to assist him. (9-16 field notes and interview)

A third example of the teacher modeling reinforcers was the teacher doing tactile nurturance with a student. Bill rubbed the student's hands while putting lotion on, and gently rocking him in the rocking chair. He did this for several days himself. Bill was observed by all the paraprofessionals in his room performing these reinforcers

for this student. Later in the week Bill explained that he had a short meeting and asked Carol to assist Johnny. (The researcher was observing when the teacher left the room.) Carol followed through exactly as the teacher had modeled. The teacher did not give any verbal directions when he left as to what to do with Johnny. Carol, it appeared, knew what to do with the student, due to the modeling the teacher had previously done. (3-4 field notes)

The researcher later met with the teacher and asked him if he had given any verbal directions to the aide in assisting Johnny and he expressed:

> "Not specifically. We discuss student needs at our morning conferences and if it's a new objective I usually initially implement the program (demonstrating to the aides my method of following through). Next, I leave it up to them to follow through. Sometimes they are more creative than I am in carrying out objectives." (3-4 Interview)

The researcher questioned Bill for an example of this creativity and he responded:

> "For example, it was Carol who asked if we could put a mobile on a wheelchair to get a student to reach and grasp. It was an excellent idea and it has helped this student. Previously I was putting items in the student's hand and now he has this mobile all the time." (3-4 Interview)

The paraprofessional observed the teacher being a positive reinforcer for the student. The teacher demonstrated for Carol what he wanted her to perform with the student. The modeling was ongoing by the teacher and Carol continually had a role model to observe.

Feedback and coaching. Training involved feedback between the teacher and paraprofessionals continuously. Following was a typical example:

Bill was assisting the student to take off his jacket.

Bill: "Thought we'd put him on the standing table first today."

Carol and teacher assisted the student (each held him under one arm) to the standing table. Next Janie came over to assist the teacher and Carol in putting student on the standing table. (Janie puts standing board at angle.)

Another student was on the free floating swing platform, holding on with both hands, rocking back and forth. (The student was not screaming and appeared very content.)

Bill: "Always get him calmed down before he goes on the platform swing, as then it will have a calming effect on him."

Janie: "It might not be a good idea with Student C close by the table. She could vomit."

Bill then moved student back away from the table.

Carol went in front of the student in the swing, and then after fifteen minutes went over to the board to mark a student chart objective completed for the day.

Bill: "Get ice, Carol."

Janie: "I'll do Student D with ice."

Bill: "I've noticed you are doing it a little different."

Janie: "The P. T. showed me how, but the student won't let you do it correctly. (Janie appears taken back that the teacher questions if she is doing it correctly.) Judy taught me and that's her field." (Judy is the Physical Therapist for Spartan.)

Bill: "Anyway, bring the ice pack back and I'll try it."

The teacher applied the ice pack to Student D on his lips at midline of the lips and brushed off to the side like a mustache. Janie watched Bill demonstrate the ice pack.

Bill: Today he's in a good mood and it's easier. There will be some days when it's impossible if he's real upset so then just stop and try again later." (1-22 field notes)

The observation (1-22 field notes) tied in with Boomer (1980) who stated that teachers must be mature enough to provide direct supervision and secure enough to accept honest feedback from the paraprofessional. The feedback from the paraprofessional in this instance was treated with respect and the teacher modeled the proper technique for Janie. Bradford and Cohen (1984) reiterated that learning that occurred on the job, in ongoing interactions, was likely to be the most relevant to its members. The learning that occurred in this classroom was ongoing and feedback was given on an ongoing basis. The coaching by the teacher helped improve the paraprofessionals competencies. The teacher respected Janie's suggestion and moved the student away from the table. The teacher not only listened to his staff, but followed their suggestions. He did not tell her she was wrong, but "doing it a little different." (1-22 field notes) Bill coached by verbally giving directions and suggestions.

The teacher asked for the P. T. to assist himself or the aides when he felt he needed help. A typical example included the following situation. The physical therapist was discussing with Carol and the teacher proper positioning of a student for placing in an upright position using the standing table.

Teacher: "I want to make certain that we arrive at the proper alignment."

P. T.: "It looks fine to me and the straps are correct."

Carol: "I was wondering since he just had surgery if what we were doing would hurt him?"

P. T.: "We must continue with D using the table for a straight alignment. Overall I have observed improvement in his flexibility and stretch."

Carol: "I really have some problems putting on his shoe."

P. T.: "Let me watch you." (Carol attempts to put shoe on student and has very difficult time.) "Bend his knee and his foot will come forward to you." (She demonstrates, bending his knee and putting the shoe on much easier.)

Teacher: "That sure is easier. I never thought of bending his knee."

Training for Carol by the physical therapist was shared with the teacher. They worked as a team and Carol did not feel alone as Bill was learning, too. The teacher stated, "I never thought of . . ." Bill had positive rapport with his paraprofessional as he was "down to earth" and respected her questioning and input. (2-13 field notes)

Feedback and coaching in the classroom was ongoing, not formally structured, but spontaneous as the situations arose. Carol in turn felt comfortable in giving feedback to Bill. The natural situation appeared to assist the teacher with ongoing daily feedback. This was

supported by Bradford and Cohen (1984) who reiterated that learning that occurred on the job, in ongoing interactions, would probably be the most relevant to participants.

Posted written instructions. Posted written instructions was another method the teacher used to train his paraprofessionals. The researcher observed six different large posters, three feet by three feet, regarding instructions for staff. Written instructions, continually posted in the classroom to train his paraprofessionals included (a) a tactile program, (b) vestibular precautions, (c) positions and movements, (d) relaxation-rotation, (e) fine motor developmental stages and (f) swallowing-lip closure techniques. The instructions comprised skills that the staff practiced in the study.

The tactile program involved (a) using inhibition as a means to stop tactile defensiveness, (b) using proprioception or weight bearing activities for increased sensations, (c) importance of touch, (d) most sensitive tactile area, and (e) most noxious tactile stimulations. (9-26 field notes)

Data collected on fourteen observations indicated that Bill and Carol practiced these skills. Carol was observed firmly and slowly rocking a student for several minutes, three times weekly. Bill had a student wrapped in a blanket, like a cocoon, over a bolster once daily for three school months. Thus, the activities in the study were consistent with the posted written instructions. (2-26 field notes)

Vestibular precautions to staff, printed on a large poster, comprised (a) verbal protest, (b) blanching of skin, (c) nails turning

blue, (d) clamminess or cold, (e) ear lobes turning red, (f) nystagmus, (g) dizziness and nausea, (h) respiration shallow and rapid, (i) student is limp or faint, and (j) seizures. Staff was alerted to watch for these symptoms in students up to one half hour after the stimulation was provided by swing, scooterboard, or other devices used by staff. (9-26 field notes)

Vestibular stimulation was practiced in the study and comprised a part of several students' daily activities. Thus, the posted instructions were reminders to the paraprofessionals of the necessary precautions when using vestibular stimulation activities.

The position and management poster contained the following positions with the accompanying movements for staff to perform on the student. (10-5 field notes)

1. Tailor or long sit involved (a) rotating shoulders from side to side, (b) rotating head, and (c) rotating each arm while crossing midline.
2. On back included (a) moving both knees that are up from side to side, (b) alternating each knee downward, and (c) rotating each arm while crossing midline.
3. Rolling involved assisting the student in leading with either the leg or head making him/her do most of the moving.

The positions and movements were performed by Bill and Carol daily with certain students. One typical example included:

Bill: "Carol, don't forget to rotate his head. You're doing a good job with the shoulders and arms. See if you can keep it up for an additional 3-4 minutes today. We'll begin to increase the time in the tailor sit until he gets frustrated or tired."

Carol: "I think he'd sit with me for a half hour if we let him. He enjoys the movements."

Bill: "Okay, but let's increase the time gradually." (10-18 field notes)

Bill, although he worked with another student, did coaching on the job and offered directions. While Bill worked with another student, he monitored the activities of all staff in the classroom. The posted directions in the classroom were performed daily by staff with specific students. The researcher observed the positions being implemented four out of five days a week, with the same students. (10-18 field notes)

The relaxation-rotation therapy poster included directions for relaxation of the arms, hips, neck and legs of students. Therapy skills comprised (a) slow and rhythmic movements, (b) making the student feel secure, (c) assisting with movement and (d) allowing the student to move on their own as much as possible. (9-11 field notes)

The researcher questioned Bill about the posters and was informed that he had his paraprofessionals print them for him so they would better understand the directions. Bill said that he printed out what directions he wanted posted and then the paraprofessionals made the posters with the directions. (9-27 field notes) In this way, the teacher used auditory and visual means to train and give directions to his paraprofessionals. The paraprofessionals were verbally directed and referred to the posters if they had further questions. (9-27 field notes)

Fine motor developmental grasps were explained by a poster comprising zero-12 months stages.

FINE MOTOR

0-4 months	Reflexive Grasp	No eye-hand coordination
4-8 months	Conscious Grasp	Pronation
	a. Crude	
	b. Between palmar/fingers-ulnar	
	c. Thumbs Abducted — not utilized	
6 months	Eye-hand coordination	
7 months	Radial Palmar Grasp	
8 months	Scissor Grasp	
9 months	Crude Pinch -- Pincher Grasp	
11 months	Pincher Release	
12 months	Opposition - Supination	
	Cortically-(Hisler Brain Function)	
	Controlled	
	(11-8 field notes)	

Bill appeared to be reminding the aides of the developmental stages and ages for fine motor tasks with this poster. Thus, if a student was at the 7 months level one would not expect him to have a pincher grasp. The activities would be at the 7 months level until he/she had accomplished and passed that stage. (11-8 field notes)

Bill expressed, "It's taking the students where they are at and by repetition attempting to assist them in reaching a higher stage." He felt it essential that activities were developmental for the students in his class. (11-8 Interview)

The following poster was made by Carol for the classroom. Bill printed out directions for her to recopy on poster board.

SWALLOWING-LIP CLOSURE

Place your thumb and finger, slightly apart; place under the chin; and gently stroke downward to the base of the throat. Repeat until a swallow occurs.

Place finger edge-under chin; just behind chin bond: and provide pressure, until a swallow occurs.

Place one finger between upper lip and nose and provide pressure. Repeat for lower lip.

Place your fingers at midline of student's upper lip, and stretch in an outward direction.

Gently pull upper lip out and let it spring closed.

Wipe top lip upward and bottom lip downward to facilitate lip closure.

(2-8 field notes)

The teacher demonstrated to the three aides the swallowing and lip closure by actually feeding a student at lunch time. Bill put food in the student's mouth and then proceeded to stroke downward to the base of the throat with his thumb and finger. After doing this three times the student swallowed. While stroking Bill explained, "Be sure you stroke gently and downward. Don't hurry it as swallowing will happen."

Bill: "Tomorrow, Carol, I want you to feed Student E. We'll take turns until you all get a feel for this and are comfortable with it." (2-8 field notes)

Bill was training by coaching and modeling on-the-job with a student in the classroom. The training was practical and very relevant as they would put it to use immediately. It would be repeated daily. (2-8 field notes) The posted directions were a constant reminder to the paraprofessional as to correct procedures to use.

Observations revealed that Bill followed what Joyce and Showers (1983) recommended in their research. Continuous training was ongoing in the study. The teacher was consistently modeling for the aide what the posted written instructions stated. Skills in strategies of gross motors for individual students were performed ongoing by the teacher. Bill gave feedback to the aide, corrected her tactfully, prompted her and demonstrated how to do techniques correctly. The team approach was evident between Bill and Carol. They worked as a team -- no real hierarchy appeared when it came to working with students. Bill had good rapport with students and aide. The majority of training was on-the-job "spot" training. Transfer of learned skills was easily accomplished by the aide as the needs of the students were similar. When a new technique was introduced, the aide could add it to her repertoire without much additional learning, as the context was approximately the same every day. Although the aide learned to adapt skills to individual student needs, it appeared easily transferred to "fit" the student. Familiarity with the students appeared to be the key in easy transfer of learned skills. With eight students in the classroom the aide and teacher made daily judgments about the student they were working with. Bill stressed the importance of anticipation. (9-5 field notes)

Carol was respected for her ideas. She was given praise by the teacher when she came up with a creative idea. Carol had some latitude in reference to new activities to perform objectives, but primarily, the goals and objectives for each student were set and the aide was to carry them out. Bill wrote up the goals and objectives for each student with input from the paraprofessionals who worked with the

student. The teacher was responsible for annual IEP goals and objectives and also seeing that the objectives were implemented. Carol kept data on students posted charts daily. Bill checked the data by recording it in each student's notebook at the end of each day.

The teacher explained purposes behind the objectives to Carol. For example, a student was rocked over a bolster and the teacher explained exactly what this would do to help the student. Bill coached on the job as deemed necessary by Joyce and Showers (1982). A comfortable climate was established as the teacher was working alongside Carol. Carol could easily transfer skills that she learned in her past classroom to the present. Carol explained that this was true, but that each classroom had special students with special needs. (9-12 Interview) Training involved helping the aide to understand each student in the classroom. (9-12 Interview)

The pace of the classroom was slow and had a calming effect on the students and participant. The classroom was similar to a family group -- in contrast to a rigid classroom structure. The teacher controlled the problem setting where a judgment-applied repertoire was necessary. For example, the teacher laid out in advance what to do for seizures or emergencies. If puzzled, Bill called on the physical therapist, the school psychologist, or other specialists as needed. In addition, he called on other colleagues for assistance or information. In emergency circumstances, Carol applied routines that had been organized well in advance. It appeared that at times Bill had to look for solutions to many problems immediately. (Student continually screaming in classroom -- Bill directed Carol to rub his back-hands --

walk him in the wheelchair -- "See if that helps." The teacher provided for coaching by a more experienced paraprofessional, showing her respect and giving him some time for necessary written reports. Bill was continually monitoring the entire classroom, looking over all aides and students. Aides gave feedback to one another (peer coaching). The teacher modified skills to accommodate different student needs.

When new skills were learned for gross motor activities they were immediately adapted in the classroom. The skills were then practiced daily. Joyce & Showers (1983) stated that if much time elapsed before practice in workplace conditions, there would be a serious loss of skill. This was not possible in this classroom as these same skills were performed daily. Four major functions of coaching were identified: provision of companionship, provision of technical feedback, analysis of application and adaptation to the students. The classroom climate displayed much interpersonal support between the paraprofessional and teacher -- genuine support as Bill was working alongside Carol. Paraprofessionals questioned the teacher and offered him suggestions providing reciprocal feedback. The teacher constantly solved problems as they arose for aides and himself. Responsive caring, training, ongoing demonstration, teamwork, coaching, and feedback were the keys to training.

Coaching was also performed by the entire team. Skills in working with students were broken down into discreet steps and a paraprofessional worked on one small discrete step. For example, the goal was for the student to learn to brush his teeth. Helen was working on the student taking the top off the toothpaste and squeezing it to

apply on the brush. Carol offered ways to make it easier for Helen to perform the skill with the student. (10-29 Field Notes)

Supervision and training was performed indirectly and directly. Seldom did Bill give specific directions, as usually he had planned out in advance specific responsibilities and schedules. Carol followed the schedules and skills that she was directed to perform. The teacher monitored daily activities and specific skills performed by the paraprofessionals.

Written handouts. Written instructions were distributed to the paraprofessionals at the joint conference in the A.M. (9-25 field notes) Five handouts were distributed to the aides by Bill from August 1984 through March 1985. The handouts provided information and knowledge to the paraprofessionals regarding:

1. Proper body mechanics when handling the handicapped child
2. Language instructions for students
3. Tactile Stimulation
4. Vestibular Stimulation
5. Gross Motor Activities

Written instruction by using handouts was another method Bill used to train his paraprofessionals. Bill handed out the sheet, asked his aides to read it and they discussed it at the next A.M. conference. Thus, he permitted the aides time to reflect on what they had read and asked questions at the next monthly meeting. (9-25 field notes)

FIGURE 1

(September 20, 1984)

Written Instructions
(Handouts)

PROPER BODY MECHANICS WHEN HANDLING THE HANDICAPPED CHILD

Lifting

The general rule of lifting, lowering, carrying and transferring (keep the back as straight as possible and bend the knees; lift by straightening the knees) apply whether one is lifting a wheelchair into a car trunk or transferring a non-weight bearing child into another conveyance.

1. Understand that general principles are always the same, but the easiest method varies with the capabilities of the helper, as well as those of the patient.

2. Find out how much the disabled individual is able to do for himself.

3. Determine how much he can cooperate in the proposed change of position.

4. Have him take part in every change of position as much as possible.

5. Assist him to move with as little lifting, carrying, or lowering as possible. Use a mechanical aid whenever possible, such as transfer board, grab bar, hydraulic lift.

Principles of Good Lifting:

1. First, plan the job.

2. Be sure that there is ample room for good footing and that the path is cleared for the carry and transfer.

3. Stand so you do not have to twist your body as you lift the patient.

4. Stand close to the load, with one foot ahead of the other; the forward foot should usually be in the direction you are going.

5. Do not try to lift from a kneeling position, as this takes away the power source. However, with smaller children or loads, it may be advantageous to start to lift with one knee on the floor.

6. Get a good grasp before starting to lift.

7. Make a preliminary lift to see if the load is within your capacity.

8. If the weight of the load is more than one-fourth of your body weight or if it is awkward, you should get someone to help you.

9. Lift one end of the load slightly, if necessary, so that you can place one hand underneath it in order to get a firm grasp.

10. Get your legs ready for the lift by bending them. Do not attempt to lift a load with your legs bent beyond a right-angle position.

11. Lower your body near the level of the object to be lifted.

12. Be sure your back is straight. If it is neither rounded nor arched, and is near the vertical position as possible you will avoid strain. Also, "Keep your shirt loose".

13. Be sure your shoulders are directly over your knees and your hands reach straight downward to the load.

14. To be in a proper position, let your back muscles hold your back steady as your leg muscles get ready to work.

15. Lift by straightening your legs in a steady upward thrust, and at the same time move your back to a vertical position.

16. Keep the weight of the load close to your body and over your feet.

17. As your legs straighten, keep your back straight.

18. To change direction during a lift, step around and turn your whole body, without twisting at the waist or lower back.

Assisting the Child Who Has Lost His Balance

If a child starts to fall while walking, step close to him and place your leg next to him for support or to break the fall. Grasp his clothing or trunk and as his body is lowered, shift your weight away from the direction of his fall and draw him against your supporting leg. If the child is falling toward you, crouch and place one leg under him or place your thigh against him while supporting his upper trunk with your hands. The goal is to prevent injury, not to regain balance. Do not reach outward or lean over to catch him. He should be wearing a protective helmet at this stage of walking.

Assisting a Child to Walk Downstairs or Down a Ramp

1. At the top of the stairs, place the child's hand or hands on the rail, and while steadying him, move to step below and face him.

2. Grasp the child's waist and move to the next lower step. Stay close to the railing. Keep your weight forward. Rest your arm and hip against the rail.

3. Guide the child as he moves to the step below him. Let him steady himself on each step. Let him lead with weaker leg.

4. Move to next lower step and repeat. Caution: Keep your entire foot on the step if possible. If balance is lost, lean toward the railing and grasp it with one hand while holding the child with the other hand. Have him sit down and rest if he becomes over excited during the descent.

Principles of Good Carrying

1. Avoid carrying whenever possible by using household chair with wheels added; tricycles, wheelchairs or hydraulic lifts.

2. When carrying is absolutely necessary, hold the load as close to your chest as possible.

3. Keep a firm grasp. If your grasp becomes loose, rest the child against something while you secure a firmer grasp.

4. Keep your back straight, not arched - either forward or backward.

5. Do not twist; turn whole body.

Principles of Good Lowering

1. Make sure there is ample room for good footing.
2. Make sure your grasp is firm before lowering.
3. Spread your legs to hip width and lower your load between your feet.
4. Hold your back straight and steady, even when you lean far forward.
5. Lower in a slow even manner by bending your legs.
6. Extend your arms straight downward and keep load close to your body.
7. Do not twist your body. To turn, move your feet.

Carol was responsible for language programs for specific students. Her tasks involved completing language forms for specific students. A typical example included:

FIGURE 2

Written Instructions: Language
(Handouts)

Object - Person Recognition: 2 step command

Given 2 or more objects the student chooses the object asked and gives it to person named: Please list object and person. 1 = y 2 = no refused 3 = assist i.e., "Give the apple to Grandma" (3 trials before marking) (9-26-84)

Date: Week of _____

i.e.	apple 1	Grandma 3
	_____	_____

Tactile stimulation therapy for specific students was explained in an additional handout comprising (a) stimulation as brushing, (b) discrimination between textures, objects, and forms and (c) body awareness as pointing and naming parts, describing functions of parts and showing me something you can do with your: hands, feet, etc. (10-4-84 field notes)

Bill and Carol performed tactile stimulation therapy on a consistent basis with specific students. (10-30-84 field notes) Thus, the handout was additional reinforcement that Bill used to train Carol in specific therapy techniques for the students.

The vestibular stimulation handout was consistent with the posted written instructions for vestibular precautions. Various objects and devices the staff could use to accomplish stimulation were explained. (10-18-84 field notes)

FIGURE 3

1. (a) Stimulation
Spinning-net-scooter
ramp, banging into boxes

(b) Balance Awareness
Beach Ball
Scooter

(c) Extensor Tone
On Stomach
then sitting,
kneeling, etc

(d) Eye Tracking
Flashlight
Chase
Pointing to
with finger

2. Contraction of neck, shoulders, trunk, hips, prone in net, prone scooter with band, all fours

3. Balance
   Stomach, back, sitting, all fours, knees, standing (see card file)

4. Bilateral activities band, hanging ball, bleach bottles, bolster

5. Integrate balance with other motor planning activities

6. Directionality
   Right, left, up, down, over, under, around, through

7. Form discrimination
   Round, square, etc.

8. Visual Rotation
   Still triangle
   Still square
   Can fit forms into holes and match shapes

9. Letter recognition

10. Spacing

A relaxation-rotation therapy handout complemented the relaxation-rotation therapy poster in the study. The handout reiterated the four skills necessary (a) slow rhythmic movements, (b) making the student secure, (c) assisting with movement, and (d) allowing the student to move on his/her own as much as possible. (10-29-84 field notes)

Written handouts reinforced what the teacher was daily modeling for the paraprofessional. The handouts assisted the teacher with training as the directions were specific and questions could be answered at the A.M. conference. Thus, the teacher used the handouts to verify what he daily modeled for the paraprofessionals.

Role-playing. Role-playing was used in the classroom as a training technique for the staff to better understand the needs of the blind, as a student in the classroom was blind. Bill directed the staff to write up their experiences and return to him as soon as possible. The following two papers illustrated that staff appeared to empathize with the blind following their experiences. Carol submitted the following paper:

"What It's Like to be Blind"

> "Have you ever been blindfolded before? If you haven't, you should try it, walk around outside, take a ride in a car, or some other kind of task.
>
> Here is what our classroom at Evergreen felt when we were blindfolded for an hour while doing our blind student work. Helen said that the tasks were fairly easy but you need a system for sorting, also for stacking. Janie said she found the table work easier if you use both hands, one to feel with the other to help guide, to finish the work.
>
> We also went for a ride on the bus. Helen said it was quiet, but really informative because you could tell where we stopped by the sounds of the lift when they loaded the kids.
>
> Bill said he had the feeling of helplessness and dependence which makes you rely on the person with you. When left on the bus, a feeling of boredom, restlessness, fear of sitting alone caused a thought that something might happen. There was also a sense of coldness.
>
> I thought going to the bathroom was fun but frightening. There are many doors just waiting for you to bump into. I found myself wanting to use both hands to feel my way along the walls. Being a seeing person, I know how far to go down the hall to our room. It would be different if I were born blind.

> When blind you have to rely on your other senses. And when you can see you don't really pay any attention to what is going on about you. We all should be more thankful that we have sight and be more understanding with those that do not have this wonderful gift." Carol. (2-20 Paper)

Another theme was written by an Occupational Work Experience Student who was also new to the classroom.

"How I Felt Being Blind"

> "At first I had strange feelings when I first had the blindfold on. I wondered how people would react toward me. I began to get some feeling for blindness before we went to the store. When we got to the store, Bill (teacher) asked me if I realized where I was. I said, 'In the store.' He said, 'You are right.'
>
> When we went down one aisle Bill had me touch something and asked me what it was that I just touched. I said, 'A plant.' He said, 'You are right again.' Then with a sense of humor he remarked, 'I can't trick you at all.' Next we went down by the fruits and he handed me an orange in my hand and asked me what it was. I said an orange and I was right. I knew it was an orange because it is the only fruit that feels rather rough. Next he had me feel a bag with something in it, and it was apples. Then we went down by the bulk foods and Bill asked me what I smelled and it was peanut butter. Then Bill let me stand with a student by ourselves to see how it feels to be alone and be blind. I was scared that someone would harm me or ridicule me in some way. It was a terribly lonely feeling.
>
> Next we went to the fabric shop to get some thread. While taking a student's wheelchair down the curb, I got very nervous, as I was afraid that we might fall. Bill guided me for a few minutes in the store, and then let me go to find my way back out of the store. I had a little trouble, but I managed to find my way out.
>
> We then went back to school and got the student in the classroom and hung up my coat. Then I found my way over to the table and did some blind tasks. I thought I did a good job on everything except the puzzle.

> This experience was valuable for me because it lets me in on how blind people must feel and how much blind people have to depend upon others. (3-13 Paper)

> To: Bill and His Staff:
>
> Thanks for the experience of being blind and letting me to be a part of your room for the past nine weeks. I have learned a lot. Good luck to you and hope to see you all again some day. I will miss you and the kids." (3-13 Note by OWE student)

> Comment by Bill (teacher):
>
> "Grade A on submitted report above. This is an exceptional report. It is graphic and expressive. You not only learned much, but were able to remember and put it in writing effectively!
>
> "Great job! (3-14 Note by Bill)
>
> Bill Charles"

The teacher used role-playing as another training technique for the paraprofessional. Role playing assisted the paraprofessional to better understand the needs and problems of the students in the classroom. Rather than lecture, Bill had the paraprofessionals actively involved while learning in the classroom.

Charting and comments. Charts were made for each student by the teacher listing the activities to be performed daily. (Appendix L). These charts were always posted in the classroom. The activities were performance objectives that were written by Bill to meet annual goals selected at the I. E. P. conference for each student. Bill posted the

activities with spaces provided on the sheet for completion of the activity that day. After the student had completed the activity for a particular day the paraprofessional or teacher filled in the square with pen or marker. Bill then examined the eight charts daily and this kept him informed of activities completed that day or those not completed. Charts with comments were one of the methods he used to ensure that his paraprofessionals were daily performing the activities for the student they were responsible for.

Spaces beside each activity were provided for written comments by the paraprofessional or teacher. (Appendix L) The teacher encouraged the paraprofessionals to write comments if there was something new going on, problems or progress. In this way Bill could get back to the paraprofessional when there was time and answer questions or discuss the activity.

Bill related to the researcher that it was the best method he knew to check on his paraprofessionals and progress of the students. (9-18 field notes)

Typical examples of comments written by paraprofessionals regarding activities that day included:

"Said Janie Help Me. Go outside." (2-21 field notes)

This comment was written in response to the activity: "Any questions or demands expressed."

Talked to Paul M. about going to the toilet. (2-21 & 22 field notes)

Jean told Grandma -- Paul, Bus, McDonald's on her board. (3-8 field notes) These comments were written in response to the activity: "Where are you going?"

Leisure Activities:

Story time is a period when an event that has happened or a short story that is heard is reenacted through action or play acting. Data & Description: "Told Lynn about Grandma's birthday present." (3-18 field notes)

Gross Motor Program:

Sidelyer - 20-30 min. each side, strap chest and legs with wedge in between knees. Support head with folded blanket.

"Anticipated being placed in sidelyer by looking for it and tried to get in himself." (11-7-84 field notes)

Palmar grasp:

"Palmar grasp built up spoon used. This is the <u>first</u> time he has allowed a spoon in his hand." (11-5-84)

Find and Assemble:

Nut bolt washer find and put washer on bolt and assist in turning nut on bolt.

"Can find if all are placed towards the center as she does not feel the edges. She has trouble putting the nut on.

But given enough time she puts it on and turns it once." (10-16-84 field notes)

Scooterboard:

"Christine and Michael on scooterboard in hallway, when the door went shut Michael pushed himself over to the door and tried to open it." (2-3 field notes)

Puts hands in water:

"Watched me play in the water. Put one hand in the running water." (1-31 field notes)

Rotation therapy:

"I experimented a lot with Tom in a lot of different positions to find one that looked good and would feel comfortable with." (10-11 field notes)

"We did a lot of rotation and stretching which Tom fights. He'll whine that it bothers him and wants me to stop. He needs to continue with the rotation and stretching. Also, if we could find a better way to make Mark more relaxed and comfortable. (10-23 field notes)

Sue was sitting down where she works and she was messing with some of her work. I didn't want her to start and I said Sue NO don't touch it yet. I am not ready for you to start. She put her hands down. I said to her "Thank you." (4-22 field notes)

> Everyone in the room was talking about swimming. Sue stood up and I asked her if she had to go to the bathroom. She pushed me to the door. I told her if she finished fast maybe she could go swimming. She went to the toilet and was back here in five minutes. (4-23 field notes)
>
> Sue was working with a square peg board. She picked up two pegs. I told her just one Sue. She dropped one of them and went on working. (4-24 field notes)

The written comments by the paraprofessionals were another form of feedback to the teacher, other aides and provided (a) information to the next staff person working with the student, (b) a means for the teacher to check that the activity had been attempted or completed that day, (c) a method of providing additional data on each student, and (d) assisted in evaluating the student's progress. Training by the teacher was provided if there was a problem indicated in the comments by the aide. (9-18 field notes)

Summary of training practices evident in the classroom. Training practices that were evident in the classroom included modeling, feedback and coaching, posted written instructions, role playing and charting with comments. Joyce and Showers (1983) indicated that most coaching should be done by teams of teachers. In contrast this classroom had a team comprised of three paraprofessionals and one teacher. Bill and Carol coached and worked collaboratively to find new approaches to meeting student needs.

Special Education Teacher's Definition of Supervision

Bill's definition of supervision included self-management and self-discipline. Feedback was stressed as integral within his definition of supervision. His role was defined primarily as the team manager. The One Minute Manager helped him to better understand his role in the study. The paraprofessionals looked to Bill for supervision and information. Bill's perspective was compared to a "mini-business".

Boomer (1980) defined the aide's role as one who was a member of the instructional team, but who worked under the direct supervision of the special education teacher. The teacher in the study changed this definition to one who worked alongside the special education teacher. (1-24 field notes)

Bill volunteered to write down on paper for the researcher his definition of supervision. He was going to do this January 23, 1985 and completed the following definitions on January 24, 1985. (Bill appeared to enjoy being selected for the study.) (1-24 field notes)

> Written by the teacher in response to: How do I define supervision with my aides?
>
> It is self management and self discipline. My staff and I have weekly meetings, which they have voluntarily agreed to coming in fifteen minutes early to review and analyze: what they have accomplished, the problems they had, and what further direction to take. (Some of this overlaps into training.) Our plans and schedules are developed and all decisions that are made at these meetings are binding by all. It is by this establishment of what is expected, what are their responsibilities, and what are the rules, that standards are set for all to meet. If praise is given it is given immediately. I try and catch my staff doing something right, innovative, or helpful in teamwork. I also reprimand or tell my

aides when an event or behavior is not acceptable -- immediately — while it takes place. The biggest asset in my supervision is feedback and when I don't do enough of it, it is noticed. I share all the classroom responsibilities and activities with my aides, with the exception of two responsibilities:

1. The final draft of all objectives and lesson plans I do. However, aides are involved and have necessary input into their development.

2. They are not responsible for the actual supervision, scheduling, planning and training that is done in the classroom.

William Charles

In response to: What are your duties in supervision? Bill expressed:

"I am the manager of the team in the classroom. I am the person that they must look to for specific ideas and help with problems. The aides in my classroom look to me to supervise the entire situation and give them information. I am not a leader but a manager of a team. I feel that feedback is very important and I must continue to motivate them that they've done a good job. I try to catch them doing good things and praise them for it. I talk with them individually and tell them what a good job they have done. I look at my classroom as a 'mini-business' in a sense. I am asked to take these students and aides and organize their time to reach the full potential of all the students. It is not packaging boxes as in a business, but packaging students correctly. It is very important that I manage their time and activities appropriately to meet each student's needs. The book that has helped me to understand my role as the teacher in this classroom is the <u>One Minute Manager</u> by Blanchard and Johnson. It has given me good specifics in how to manage. I read and reread the book sometimes daily. I write down notes from the book and use that as my basis for management. As a manager I also must develop a team approach in my classroom. All of us must work together as a team and this is accomplished by mutual respect for one another. All of us have strengths and weaknesses and it is my job as a manager to bring out the best in each of my

> paraprofessionals. We compliment each other and help one another out. If a problem comes up in the classroom we all 'pitch in' to solve it or work together to look at causes. It is a team approach and I am the manager of the team. I respect their ideas and many times together we come up with activities that alone I would not have developed. It is a helping relationship for everyone on the team." (1-15 Interview)

The researcher interviewed the teacher regarding how he had changed in managing aides as Bill expressed earlier that he had problems with aides in his classroom. In response to: how have you changed in regards to working with aides? Bill explained that:

> "I have become more managerial in my approach. People need to know they are doing a good job right away and to be reprimanded when not. It is under this design of teamwork that I work. Before, I looked at aides as just more helpers. I did assume sometimes too much from them and other times too little. It is developing that fine balance between giving them authority and responsibility and still keeping yours in perspective. I have changed for the better."

Probe question to Bill: Do the aides support you? Bill answered:

> "I think that some of the behavior management techniques have been rubbing off on them. When I see a particular situation, I praise them; now I see praise initiated from them, also. It's a give and take; they know the students as well as I do. I need strokes too, as well as anyone else. My own professional background can be off. Their knowledge of the students gives it a particular perspective; with the give and take, it is invaluable." (1-20 Interview)

Bill respected the knowledge his paraprofessionals possessed. The paraprofessionals were not just helpers, but respected team members with Bill as the manager of the team. Supervision was a reciprocal

process whereby they were not intimidated but respected for their individual knowledge. (1-20 field notes)

The teacher's definition of supervision included (a) team manager, (b) self-management, (c) self-discipline, (d) joint conferences, (e) feedback, (f) praise, and (g) respect for his staff. Bill's concept comprised the team members, including himself, as interdependent. Sharing all the classroom responsibilities with his paraprofessionals, his definition was consistent with Bradford and Cohen's (1984) focus on collaborative team effort.

Paraprofessionals Definition of Supervision by the Teacher

Carol's definition of supervision was consistent with Bill's meaning regarding supervision practiced in the classroom. Her definition included (a) managed the classroom, (b) used the One Minute Manager, (c) praised his paraprofessionals, (d) worked beside us, (e) examined charts and comments, (f) scheduled activities, and (g) a team approach.

In response to: How do you define the role of the teacher in supervising your work? Carol answered:

> "The teacher uses the One Minute Manager to manage the classroom. He has asked all of us in the room to read it and follow it. It will be one of our new goals. When we accomplish our goals we are praised and if they are not met we are told what we did wrong and encouraged to begin again. We may change the goal if it wasn't a good one or keep the same goal. We discuss this together and agree on goals.

> The teacher examines all the student charts daily and may ask us questions about the written comments.
>
> He sets up the schedules for bussing, who goes swimming and lunches, but we offer ideas. We all work together and are responsible for our assigned students IEP objectives. He oversees me as he works right along beside all of us. He supervises us by being part of the team himself." (1-24 Interview)

Carol reiterated that Bill worked "right along beside all of us." Interpretation of his supervision included being a part of the team. Her definition was consistent with Boomer (1980) who conceptualized the teacher's role as the "program manager" of the instructional team.

Practices Used in Providing Supervision

The elements of management ongoing in this classroom included (a) team approach, (b) joint conferences, (c) individual conferences, (d) assessment, (e) feedback and (f) individual educational plans.

In this management model, everyone was concerned about the whole and took initiative to see that problems were dealt with and objectives met (Bradford & Cohen, 1984). Bill attempted to build a team that shared in the responsibility of managing the classroom.

Team approach. During the observations and interviews the teacher in this study had as a goal the "family" concept described in Pascale & Athos (1981). Bill's behavior was a powerful form of communication to

his aides, telling them that he really cared about them. A typical illustration included:

> Bill: (Smiling) "You rode the bus for me last night Carol, so I will ride tonight."
>
> Carol: "That's alright, I don't mind."
>
> Bill: "I appreciated you helping out so I will ride." (10-9 field notes)

Bill shared in the classroom responsibilities and there was a reciprocal division of daily tasks that were performed including (a) riding the bus to assist the handicapped students and (b) feeding the students. Bill assisted in feeding the students during each of the observations during lunch time, which was thirty-two observations from 11:30 A. M. to 12:00 P. M. The classroom operated similar to a family concept. The following example highlighted the family concept:

> Bill: "The staff I have now works well as a team. It takes time and we all work on this team approach. All of us help out one another when the needs arise." (11-12 Interview)

Bill followed the principles advocated by Bradford & Cohen (1984). The principles of management practiced included shared responsibility and control replacing the individual carrying the responsibilities alone. One example supporting the teamwork and family concept was when paraprofessional Helen related:

> "We're like a family. We work together as a team. The classrooms where everyone helps out and supports each other helps the children the most. I enjoy working in rooms where the teacher works right beside me. Aides shouldn't just have to do the dirty jobs. I collect data on students, assist the teacher in ideas for student goals and objectives, and follow through with students

> working on their objectives daily." (12-3 Interview)

Rapport between staff in the classrooms was of primary importance as Helen said that she would "go the extra mile," in this classroom where the teacher was willing to work with the aides and students. (12-3 Interview)

The emphasis in the study on quality, on genuinely collaborative team effort, on discussing differences about work without infighting, and on continual attention to the development of staff as integral to achieving the task was consistent with Bradford and Cohen (1984). This concept of teamwork forced a higher degree of interdependence among subordinates, and a much greater demand for coordination. Not one person having all the necessary knowledge was built into the management model. Each staff person was an important makeup of the team. Bill had attempted to build a team, whose members were involved in the decisions and shared responsibility for the working of all the parts effectively. He demonstrated how to have impact without having all the answers. The following observation highlighted this approach:

> Bill asked advice from Carol regarding a student's activities.
>
> Bill: "Do you think we should take him swimming today?"
>
> Carol: "He's been swimming three days this week and probably would like the swing."
>
> Bill: "That's what I thought, too, but I wanted to check with you first."

Bill then took the student into a side room where there was a swing brought in for the winter. (1-16 field notes)

Bill respected the aide's idea and wanted to include her in before swinging instead of swimming. Following Carol's suggestion was another form of praise, which enhanced the self-image of the paraprofessional. There appeared to be mutual respect and an atmosphere of cooperation, understanding, and joint problem solving. It appeared to the researcher that Bill gave the aide dignity and status by asking for her input. (1-16 field notes)

(Later that day the researcher met with the teacher for further data and verification of notes.)

In response to: "Would you have gone swimming if the aide had suggested swimming?" Bill answered:

> "Yes, I wasn't sure as sometimes this student becomes too tired and limp, but Carol has been working with him recently and I felt that she would know better than I. She agreed with what I was going to do. If she had suggested swimming I would have gone as she knows this student's recent behavior as well as I do. The students in this room have changes in behavior, and my aides are 'up on this' sometimes better than myself." (1-16 field notes)

Nor does any member of the team, including the teacher, see himself or herself as an expert. The paraprofessional's ideas are respected in line with the professionals. Other practices were evident in the classroom that described the team approach. The following are typical examples:

Bill was absent from school today and the researcher made prior arrangements with the teacher to observe the classroom. (1-8 field notes)

Carol was assisting taking a jacket off a student. Next she went over to assist another aide to cut a student's nails. "Okay, they're cut now," Carol remarked. Carol then puts a student over a bolster. (It appeared to the researcher that the aide needed much strength to perform this task.) Another aide asked Carol, "What time do we do gross motor with Student C?" She replied, "Ten after."

Carol then marked the gross motor activity chart of student. (Each student had a gross motor chart) Carol then looked at a chart of another student and performed "gross motor rotation on student C". Carol explained what she was doing to the substitute aide in the classroom as the teacher was absent. (1-8 field notes)

(It appeared to the researcher that Carol was the leader of the team when the teacher was absent.) Carol kept very busy working with students and the other aides asked her for answers to their concerns about certain students. Although Carol was new to the classroom she had assumed a leadership role within the team. The room operated smoothly without the teacher, although Carol appeared to replace the teacher by answering questions for others. The charts on the bulletin board provided guidance for all the aides to follow in assisting various students. No need to tell the aides what to do as it was all on the charts. All they had to do was check the charts (Appendix L). (1-8 field notes) Teamwork was evident throughout the daily responsibilities of the paraprofessionals.

Another typical example of the teamwork was evident with the teacher present in the classroom. (3-7 field notes)

9:00 A.M. Female student, blind, rocking in chair. Two foster grandparents sitting at the table, aide sitting at the desk writing.

Carol wheels in student, "Here's Michael."

(Student in wheelchair -- tray attached to chair in front of him.)

Helen wheels in another student in a wheelchair with "Skip to My Lou" record playing in the classroom. Student begins to wave arms in time to music. Helen goes over to Michael and assists him in taking off his coat. Teacher wheels in next student. Teacher directs student, "Take coat off." Student complies and Carol remarks, "Good Job!"

9:05 A.M. Student was on the mat -- aide has the student's legs up -- student is waving his arms.

Carol said to student, "Bend".

Carol was attempting to assist the student in flexing and bending his legs. She told the researcher this was called "rotation".

Helen and Janie assisted another student in getting out of his chair -- Janie with student on mat. Helen in front of bolster, Janie behind, assisting student over the bolster.

Another student watched me carefully when I wrote -- smiled at me while in his wheelchair. Aide at table now next to student.

Bill: "Has anyone found me a bell?"

Janie: "I'll go check."

Helen: "I checked last week."

Janie finds the bell -- smiling -- hands it to the teacher.

Bill: "We're going to attempt to chart today."

Helen now has the student sitting on a bolster. The bolster was the shape of a bolster pillow, but green leather and approximately four feet long, 2-1/2 feet high. Helen was assisting the student to sit on the bolster by holding on to his shoulders. Grandma (foster grandparent) was at a table with a student. She showed him the bell and cracker. Psychologist entered and smiled. Teacher went around the room, assisting aides and students, complimented aides when they were doing a good job.

Bill: "I'm taking B for a walk. Let's see if we can wake you up for Grandma."

9:20 A.M. Carol was still with student in rotation and then began tailor sitting.

Teacher took the student's hands and walked ahead of him, next had the student hold him around his waist, left the room, walking student down the hall.

Another grandma and student in back room were using the swing. Grandma was sitting next to student and together they were gently swinging on a swing that was brought in from outside for the winter.

The researcher asked Carol, with the student in rotation, how long she worked with the student and she said usually 30-45 minutes.

Occupational Work Experience student to student at table, "Good job! Good boy!" She gave him three M&Ms on the table, which he picked up and ate.

Another student was then placed in a sidelyer. (Appendix L) Student was lying -- pillow is between his legs -- (he was tied in). Janie took out mirror and placed it in front of student on the floor. He banged the mirror down. She set the mirror up again and said, "Here D, let's look in the mirror." Student continued to play with two toys. Teacher went over to student in the chair, "Looks Good, Carol." She smiled. Student over the bolster says, "Ah, ah, ah."

Bill asked Helen, "Will you get in front of us?" Bill and Helen picked up the student from the wheelchair. The student was placed in a quadruped position. A mirror was placed in front of him. Bill was standing over the student, aide at his side.

Bill: "Doing good, Student C."

Bill directed Helen, "Just let him go.", when Helen attempted to move the student in sidelyer.

Teacher was showing another aide rotation. Bill directed, "Slowly put pressure on his legs -- stretch the leg. (Teacher was on the mat with the student.) (3-7 field notes)

The teacher was the manager of the team. His management structure included (a) wanted the aides to feel comfortable, (b) allowed and encouraged much feedback between aides, between teacher and aides, (c) delegated authority by having OWE and OJT students work with aides, (d) constantly monitored all staff via ongoing interaction -- shared the same duties they performed, and (e) modeled for his aides what he expected. Although the teacher was the manager of the team, the lines of communication were open both ways. Bill respected the ideas and opinions of his aides and showed this by compliance with their ideas or suggestions. There may be more than one way to meet an objective and the aide had this flexibility which allowed for creative and innovative ways to meet an objective. Carol also suggested new performance objectives and lesson plans.

Six holiday and student birthday parties were observed and highlight the climate of the classroom. The following party was typical:

The classroom was having a birthday party for one of the students and everyone in the class had brought in some special treat they wanted to share with the students and staff. Bill had brought in an apple pie, and they were joking with him about being domestic. (The climate in the classroom was one of much activity ongoing and shared by all.) The researcher later observed the teacher talking in the lounge to Carol regarding going to the career center after school to get her hair cut. Bill offered to drive her there. He was taking a personal concern and interest in her outside of the classroom as well as in the

school. They were laughing together and exchanging comments about the past weekend. (There was little rank/role distinction in this situation.) (9-25 field notes)

The teacher maintained good rapport with his staff by eliminating as much as possible role distinctions outside of the classroom. It also appeared that the teacher was not threatened or intimidated, had much confidence in himself, and had insight into realizing the merits of working together as a team in serving the needs of the handicapped students. This tied in with Marriner's (1979) categories of attributes that people bring to the team. Marriner (1979) expressed that self-image was the most important single characteristic of any person. Positive self-image was the end result of effective socialization and represented the kind of personal maturity that was essential for good teamwork. This teacher possessed a positive self-image and thus, the joint cooperation in the classroom. (9-25 field notes)

The researcher entered the classroom at the end of the day and a substitute floater was in the classroom for Janie. She said to the researcher:

> "I substitute in both SXI rooms and this room is definitely pleasant to substitute in. Any person can answer questions on the kids in this room. In this room all the aides are well informed about positioning and explain it thoroughly to me when asked. This team approach helps a substitute. I am comfortable in this classroom as someone is always ready to help. They are always willing to help and will step in if asked or they see a need to." (2-1 field notes)

Since all the staff was well informed on all the students it had an advantage for substitutes entering the classroom. The substitute appreciated knowing exactly what to do each day and that other aides would assist her if necessary. The team approach made it easier for the substitute to work in the classroom. This has implications for pre-service training regarding exposing students to a team approach experience. This ties in with Boomer's (1980) definition of the paraprofessional role as one who was a member of the instructional team. Together the teacher and paraprofessionals formed a team, while separately, they may have undermined each other's efforts. (2-1 field notes)

The classroom goes swimming two times a week if the temperature is warm enough for the students. Observations involved swimming on sixteen occasions. During nine observations the teacher was swimming and on seven observations he was in the classroom. The following typical observation highlighted Bill's team approach.

The researcher observed the teacher swimming with a student on a Monday morning in the pool from 9:30 A.M.-10:00 A.M. The following Wednesday (January 16) Carol was observed doing the same activities in the pool with the student, independent of the teacher, who was in the classroom. The researcher interviewed the teacher regarding this exchanging of activities, and Bill said that usually they alternate, but if the student was extremely upset that day, the teacher took over. (This clearly points out the differentiation of roles, and the added responsibility the classroom teacher carries with his role as teacher.) Bill also explained that if there are problems in the pool with the

student, the aide was directed to call for him immediately. The aides were trained to perform emergency restraints, follow behavior treatment plans, within the classroom and the building. The training he stated usually comes from naturally occurring incidents in the school or classroom, whereby the aides observe him, and are asked to assist when necessary. Later they are capable of performing specific behavior plans independently of the teacher. (1-14 field notes)

Bill explained to the researcher that he usually assists a new problem student when they first enter the classroom. He first allows the paraprofessional to feel comfortable in the pool around the student, before assigning him/her to the aide. Thus, the aide can observe first hand the problems they may encounter with the student and how the teacher handles the situation. The teacher said that he would not expect an aide to perform something that he couldn't do himself. (1-14 field notes) There seemed to be an attitude of protecting his staff and helping them, along with the students. (1-14 field notes)

Joint conference. Joint conferences were a process the teacher utilized to accomplish supervision. Clinical supervision was consistent with the feedback used in the joint conference. The teacher used an indirect and problem-solving approach, which was consistent with clinical supervision wherein it respected the teacher as a competent adult able to direct his or her own learning (Glatthorn, 1984).

Although the teacher, Bill, defined supervision of his aides as "self-management" (1-24 Interview), he defined his role as the manager of a team (1-24 Interview). One of his responsibilities as a

manager included holding a joint conference once a week for fifteen minutes before classes began. All conferences were held between 8:15 A.M.-8:30 A.M. The researcher observed joint conferences weekly from August, 1984 through March 29, 1985, with the exception of school vacations. Although the aides volunteered to come in early for this scheduled meeting, the teacher required their attendance. All of his three aides came in early for this joint meeting and were usually on time. Once a month they came in at 8:00 A.M. instead of 8:15 A.M. and took turns bringing in juice and pastries to share prior to their conference.

The joint conferences were a method of bringing the team together to go over weekly plans, develop and review schedules, share information regarding student progress, discuss any problems in the class, or discuss new strategies for students.

The following typical example of joint conferences provided another method to provide for reciprocal feedback.

Bill and his three aides met this A.M. to discuss a student whose behavior excesses included screaming, head-banging, and self-abusive face hitting. (9-6 field notes)

Teacher: "If Student Y is involved in any maladaptive behaviors try putting her over a bolster and rocking her back and forth."

Carol: "Sometimes that doesn't help and she will scream more."

Janie: "Straddling her on the bolster sometimes helps more than rolling her over it."

Carol: "She will follow directions. When I told her she would be taken off the swing if she didn't hang on, she grabbed the rope."

Teacher: "I agree that usually she understands what is expected of her. Let's not forget to offer her vestibular stimulation activities when she's good. Otherwise we may just be reinforcing maladaptive behaviors."

Helen: "That's something we must try to remember. She really likes the swing and I think we should use it more for her."

Teacher: "That's a good idea."

(Conference continued with all participants providing feedback.) (9-6 field notes)

The conferences were informal in approach, but planned carefully by Bill. All the participants appeared relaxed and "open" without fear of intimidation. Bill felt that he could accomplish much more at this meeting in the A.M. without disruptions from other staff, students, and was one of the ways he could get his staff all together. (9-17-84 field notes)

Bill prepared an outline of what he wanted covered at the conference prior to the meeting. "That is precious time and I can't waste it," Bill responded (9-18 field notes). Carol felt it gave the aides an opportunity to ask questions and was about the only time they could all get together without interruptions (9-18 field notes). Following are typical examples of the A.M. joint conferences.

This conference was regarding a student who is blind. (Teacher's notes for this conference)

(Bill and Carol carrying in toy chest together):

Bill: "The question is, What new activities should we use with Student B?"

Helen: "Whatever the activities are, if you explain to her before the activity, I think that she understands."

Bill: "After going through her staffing, we've recommended bolster straddling, marching to music, and bouncing on the trampoline. Are there other activities she could use?"

Helen: "If you tell her the next thing you're going to do it sometimes helps."

Bill: "I feel that she needs to hold her plate with her left hand. We need a separate time for jabbing and using a fork. We could cook carrots ahead of time."

Helen: "Pineapple squares would also be good."

Bill: "That's a good idea. It was recommended by the blind consultant that to improve directionality we use the right and left hand -- have her trace around press board and felt. We need to set up actual learning situations, I believe. One idea the consultant suggested is to teach her which is her right and left hand. 'This is your right hand, this is your left hand.' We could put a felt square on the left side when she sits at the table. For example, turn left student E — turn right. It will be a training situation to teach her which is her right and left hand and directionality."

Helen: "Even though we do it at school, it may confuse her at her home."

Bill: "She can succeed in her present home rather than at the Xon Center where she was previously. I see this student using her left hand more now. It is more than we started with. We must give this a try."

Conference continues regarding activities:

Bill: "Any questions so far? We cannot do all this in one day."

Carol: "I feel that we should introduce these training activities slowly."

Bill: "That's good! We can sequence the events and let her get used to them. Then later we can develop these activities into a chart form."

Helen: "I think if we meet with the home and tell them what we're doing, perhaps they can carry over some of the activities there."

Bill: "I planned on doing that and scheduled a conference for all of us to meet with her home staff. I'll let you know when that meeting will take place." (3-14 8:15 A.M. field notes)

Bill was giving information to the paraprofessionals regarding new activities for a student and wanted them to feel a part of his new programming. By asking the aides for input, he showed respect for their ideas, although nothing was really altered that Bill had not already preplanned. He asked them to be at the next conference with the home along with him and included them in on most meetings. (None of the aides complained about coming in early and usually took turns bringing in juice or pastries with coffee at 8:00 A.M.) The researcher brought in the treat this A.M. and felt like a part of the team. (3-14 field notes)

Another representative example included when the teacher and three aides were sitting at a large table in front of the room. No students are in the room -- have not arrived as yet.

Bill: "Are there any problems this week I can help you with?"

Janie: "Johnny is still getting ground food instead of regular at lunch time. I think we should remind the nurse that he was to get a regular diet."

Bill: "I'm glad that you reminded me, as he was to be on a regular diet by this time. Would you notify the nurse that he is still on ground this morning."

(Teacher gave specific direction to aide to follow up on her suggestion.)

Janie: "What are the plans for the Valentine Party?"

Bill: There will be four booths in the gym and our room will be responsible for the cookie decorating booth. Carol, I would like you to be in charge of this booth and I will relieve you. Encourage the students to be independent, but if they need assistance, help them. There will be some students that will just need minimal prompts to frost their cookies. I will remind the other teachers to have staff with their students to assist us, too.

"I appreciate all the comments that some of you have been making on the student charts. They really help me when I'm looking over a student's progress. I hope that all of you will continue to make comments on daily progress and notify me if anything is unusual or out of the ordinary with a student. It's time for the bus, so let's have a good day."

Bill then sat at his desk and aides left the classroom to board the bus to assist students. (Bill also rode this bus alternating with aides.) (2-5 8:15 A.M. field notes)

Conferences were a means for Bill and his aides to keep informed of new activities, problems and a method that promoted teamwork. The teacher respected the aides' input and delegated authority to his aides.

A third example highlighting one of the A.M. joint conferences was when Bill (9-6-84) reviewed the rotation schedule (Appendix P). He informed the group,

"Rotating eliminates 'burn out' and one person being assigned to the worst behavior problems. I feel it is best for the students and us. In this way I rotate also and can check on student progress and the progress or problems you might be having."

Helen: "I'm working with students G and H now. So next week I'll work with A and B. Is that right?"

Bill: "You got it! I will also be asking you to help any Occupational Work Experience students . . . so this will give us more one on one with the students."

(Conference continued regarding student activities.)

There wasn't much time for anything else at this conference and not as much feedback as usual. Bill preferred rotating as he could "coach on the job" -- show the aide what to do specifically in regards to gross motor activities and check up on them. (9-6 field notes)

Bill: "In Guideposts it reads, 'If we simply do what comes our way, it will allow things to happen.' What's inspired me is the progress that some of our students are making. We've reached a milestone with Student G, with your help and patience."

Helen: "Wouldn't that be great. Her parents would be ecstatic."

Bill: "She knows eighteen words internalized."

Helen: "What do you mean?"

Bill: "If we say, 'Find this __' he understands. If we say, 'Who is Helen?' he understands. I also want to explain why I have been at my desk more the last two weeks. I have been going over your assessments for the year and now they are completed. I have been talking with more staff people and it's some things I like to get done. The other thing is the active stimulation program has added more activities for me to consider for the students. I do want to train all of you in this program, too, and I will go over with you the workshop that I attended."

Bill made the staff aware when noticeable progress was made and praised them. He also wanted to include them in on all of his actions, so that they understand what he was doing when at his desk and not working with students. By sharing knowledge and information with them regarding workshops that he had attended, his paraprofessionals were well informed. If there was something new and worthwhile he wanted them to be as knowledgeable as himself. Everything was out in the open and there was an element of trust that existed between the three aides and the teacher. Bill believed in prayer, that God can help the team and sometimes brought this into his conferences. (3-29 field notes)

Bill related the following conference that took place January 10, 1985. It was very important and he felt that the researcher would like to be aware of what took place. "The conference involved the researcher, three aides and the school psychologist." It involved a discussion of a Behavior Treatment Program for a student (a year-end report of a student and her progress). All staff gave input to the psychologist about the student's progress. This was a very self-abusive student who screamed. Her present program was to rock her with music. The researcher asked him if he met with his aides previous to this meeting so they were all in agreement. He explained:

> "I told all of them two days ago that we were having this meeting on Student C and I would like any ideas or suggestions from them before we meet and they were to see me before the meeting (day before). Thus, we exchanged ideas before this meeting, too.

> At the conclusion of the meeting all parties, psychologist and all present, reached agreement. There was no disagreement. It was Carol's suggestion to feed the student all day instead of at one meal. The psychologist, myself and the other three aides discussed this idea and felt it very appropriate and helpful. It was then incorporated into the BT Plan for the coming year. Another aide offered to bring in food for the student to try. Also, when he is quiet staff will do things with the student in the pool -- pool therapy, warm baths, etc." (1-10 field notes)

Thus, this idea (suggestion) by the aide was used. Teamwork was emphasized in assisting the student.

The researcher asked the teacher if all were pleased with the conclusion and he responded, "Kirk (psychologist) smiled and seemed pleased with all the input." When asked: "whose idea was it to have the group meeting?" Bill answered: "mine. At first the psychologist seemed defensive -- taken affront with the entire staff meeting with him -- but later, pleased."

When asked: "Was this your first group meeting of this type with the psychologist?" Bill responded:

> "No, half way through last year we met together with the psychologist and he did come in and help. The aides, in the beginning of this meeting, were quiet and shy, but now have 'team spirit', which has grown."

Bill went on to say that presently he can train and supervise his aides the way he prefers. It was difficult when the aides were there before him -- the program was set -- and then he came in. "It is difficult for change when the aides are there first, before the teacher." (1-10 field notes)

During the joint conferences the teacher followed the principles advocated by Bradford and Cohen (1984). These principles of management are shared responsibility and control replacing the teacher carrying the responsibilities alone. During the joint conferences the focus was on collaborative team effort and attention to the development of all staff as integral to achieving the task. The teacher established a climate of trust and openness which was consistent with effective supervision (Glatthorn, 1984). The conferences also provided time for professional talk and proposed plans for what the paraprofessional and teacher together could do to change current problems.

Individual conference. Individual conferences were used by the teacher as another method to supervise the paraprofessionals. By reviewing the student folders the teacher could examine if data was being recorded properly by the aide and offered suggestions in future data collection on students.

Bill met individually with each paraprofessional a minimum of once a month and reviewed student charts and folders with the paraprofessional. The discussion included student progress on individual goals and objectives. The conferences were usually spontaneous and initiated by Bill as the following representative example illustrates. (12-3 field notes)

Bill was sitting at desk and aides are putting out mats and materials for the students.

Bill: "Janie, I want you to shotgun for Carol so that I can talk with her about Joe."

Janie: "Okay, but I ride tonight, too."

Bill: "I'll have Carol ride for you to make it up this month."

(All aides leave room except for the teacher and Carol.)

Bill: "I want to review with you Joe's progress and to determine if there are any performance objectives that need to be changed due to Joe passing them or unable to successfully pass."

Carol: Joe has been going to shop every day without much self-abusive behavior. I think that since we have him at shop, his head banging has decreased. Let's look at the data. Yes, it seems that since he's been in shop more there is less self-abusive behavior."

Bill: "You have done a good job of getting him in shop daily. I think we should continue this and Joe should continually be urged to perform in shop. What about his objective for taking his coat on and off? I notice that it seems we're getting nowhere with this objective."

Carol: "He needs more than one physical prompt, but if staff waits him out he will eventually take his coat off with several physical prompts."

Bill: "I want you to record on this sheet approximately how many prompts Joe needs to take off his coat."

Carol: "What if I record the time it takes, too?"

Bill: "You can do that if you want it for your information, but I am more interested in how independent Joe is in taking his coat off. Write down the number of prompts he needs each day." (12-3 field notes)

Bill acknowledged Carol's suggestion, but verbally directed her to record the number of prompts. Specific directions were given for her to follow.

Individual conferences were also held when the aide was new to the classroom. The discussion between Carol and Bill after she entered the classroom was a typical example. This conference occurred outside of the classroom in the Conference Room.

Bill: "What are your impressions of the classroom now that you are in our room?"

Carol: "I'm more comfortable now in regards to helping out as a team."

Bill: "We emphasize the team approach due to all the physical lifting we must do in this room. My goal for you is to blend in with the team. What have you specifically learned?"

Carol: "I have learned more about seizures, working with students and hepatitis carriers."

Bill: "Here is a paper handout from our school nurse, dealing more with the hepatitis carriers. I want you to reread it carefully. I want to review with you now what you have learned about seizures."

Carol: "I have learned to time them, put a blanket on the student and make them more comfortable, and to learn how to describe it."

Bill: "It is very important that you learn how to describe the seizure accurately as sometimes a student has a seizure different from the others and this is important information we must have for the nurse. This information is sent to the Regional Center for the doctor in charge as sometimes medications must be changed. For the coming week I want you to be very aware and familiar with the individual student program and routines. The schedules are posted on the bulletin board and I want you to reread the schedules carefully. Learn the routines and schedules for the students.

> It is necessary that you look at the rotation charts. We rotate staff working with individual students to avoid burnout as sometimes staff can get bored doing the same repetitious activities with students. I do leave creativity up to the aides. The schedule of students and their activities are posted, but the tasks can be varied to carry out the objective. For example, Rick's goal was to learn the colors and he was seated at a desk matching color pieces to the appropriate color on the board. He was getting nowhere with the task. After three weeks another aide changed the activity (with my suggestion) and asked Rick to 'Bring me the red circle.' He walked over and gave her the circle. He enjoyed getting out of his chair and responded better to the new activity. We could check on his knowledge of colors and if he brought the wrong piece we would say, 'Rick, the brown one' and he would go back and look for the brown.
>
> I want you to think up creative ways to perform the student objectives, also. If you are in doubt, discuss it with me and together we can come up with some creative ideas. This next week you will be working with two students. Janie is very good with these students and I want you to ask her questions if you need suggestions.
>
> I will be working with two other students as I rotate with the rest of the classroom staff. In this way, I can check up on the aides, observe where problems are, and perhaps, come up with new ideas. I also observe the progress of students in this manner as I am working with them directly." (9-13 field notes)

Bill was the team manager, which involved working along with the aide, delegating authority, designing schedules, holding conferences, assisting individually with students, and maintaining good rapport during classroom interactions. Although he was the manager, Bill performed similar tasks as the aides, along with planning individual IEPs, and classroom schedules. All the staff shared responsibilities. He wouldn't expect his aides to do something that he

could not do himself. His management comprised (a) respecting the aides' opinions, (b) encouraging creativity, and (c) giving the aide an outlet for self-expression and responsibility. (9-29 field notes)

Bill asked the researcher to observe an individual conference between himself and an Occupational Work Experience Student whom he had in his classroom for six weeks. Many of the methods he used with his Occupational Work Experience Students and On Job Training students were very similar to how he would orient an aide new to this area and felt the researcher should be present. (1-16 field notes)

An evaluation form was sent to this teacher from the Spartan Career Center to evaluate his OWE student.

Bill began the conference:

> "Some of the marks on this evaluation are changed from last time and you made some of the improvements that I wanted to see. Enthusiastic attitude is now above average. You appear enthused and I made a comment that in future employment in this area I felt you would do a good job. I want to remind you of the deadline of your report on your blind experience. This is due in one week and I expect that this assignment will be completed and handed to me. Remember I want you to think about this question in your report: 'If you were a student what would you do in this situation?' What did you learn from this role playing that would help us more than what we are presently doing? Tell us your frustrations with being blind. January 22 will be a signed and nonverbal day for you. You will role play a deaf student. We'll be asking you questions and you will have to communicate with us nonverbally. You will be assigned to Aide C that day and she will assist you. I want you to write up this experience for me, also."

Bill: "What have you learned in this room specifically?"

Marie: "I had no experience with seizures, how to keep data on it. I never realized what students go through and I learned how to communicate with them."

Bill: "If you were the Teacher what would you do differently?"

Marie: "I don't know what I'd do different."

Comment: (Teacher is not threatened and asks input.)

Bill: "What was the worst experience that you had?"

Marie: "When I visited another room. I never realized how extremely self-abusive some students were. I didn't think it would be that bad!"

Bill: "I'm pleased with your work behavior and I've stated that in this report. You have shown much initiative." (1-16 field notes)

Another typical example was a conference with a new OWE student and Bill. This conference illustrated the teacher's use of aides, delegating authority to the aide to assist an Occupational Work Experience student.

Bill: "You'll be working with us today, Lisa? Since you've been here before, what did you learn from the classroom that you were in?"

Lisa: "I learned that mentally retarded kids can do things. I learned what to do to try and get them out in the community."

Bill: "I've given you the routine of this classroom today and one job assignment. This is to watch for Bill to get his coat off and so on. Warm a washcloth and wipe his face. Tomorrow stick with me. Get familiar with the student charts -- do not rotate students now. This week you will be with me, next week with Janie and you will visit the hospital for two weeks. Third week you will

be with Helen to get objectives done with each student. Some days we do not chart -- just keep comments, notes only, if extraordinary or unusual. I will tell you what day not to chart. If there's a problem with a chart see the person you are under. You and Janie are one next week. You should blend and complement each other. The fourth week you will be with Aide Carol -- get to know the program and the higher functioning students. If you have a chance go to the store with a student to shop. In that experience you will be blindfolded. You will experience being blind. Use your other senses when you are blind. I will ask you to write up this experience for me. What did you learn from this role playing? After four weeks is done we will sit down again for an evaluation of progress. How you feel? What did you learn? After four weeks this will be your program, also. You will then have more opportunities to work with all the students. You are a paraprofessional while here and will be treated as such. As I keep telling my staff, 'What you do is important to the kids and the team, to evaluate.' The teacher can then translate what is going on in paper. Teamwork is stressed in this classroom.

Anticipation. Anticipating needs to be done. You are to help as the situations arise. Follow directions given to you from the teacher and all three aides. Cooperate and work together. You are not isolated islands. Ask the aides, for example, 'What can I do now with the student?' Aides will translate to me what the student performance is. I expect you to learn by asking questions. You are a paraprofessional. You will learn that the language programs for each student are very different. Grooming is done later in the day. Any comments?"

Lisa: "Not yet."

Bill: "Do you agree with what I've said?"

Lisa: "Yes."

Bill: "Do not do actual lifting. You are to do only minimal lifting. Unless it is a dire necessity you are not to change underwear for accidents.

> You can get the supplies for the person and follow their directions. They have been told that you are not to clean up student toileting accidents. We will do this. Also, but very important, there should be no idle talk and no gossip. Basically, I've outlined the four weeks and tomorrow we will go over it again. Although you'll be assisting other staff I will let you know how you are doing. We all make mistakes and I will tell you what is acceptable and unacceptable behavior. I value you as a person and I want you to learn. I also want you to know that I value your work. You'll be making input. Finally, what do you want to see happen?"

Lisa: "I hope to get along with everyone."

Bill: "You are part of the team. This is a learning experience for you so please ask questions." (1-28 field notes)

Bill was an organizer and planner. By delegating authority to his aides for them to accept responsibility, he demonstrated respect for their assistance and input. Bill stressed teamwork, blending together, complementing each other for effective instruction (1-28 field notes). Since Carol had ten years experience as a paraprofessional the researcher included the meeting between the teacher and work experience students as beneficial to contrast differences in data.

The teacher shared with his aides the responsibility of riding the A.M. and P.M. bus to assist students. After returning from the bus run, Bill met with Carol to discuss student folders. He included the other aides, "I want to meet with all of you this week and go over student folders." Bill directed Carol to "record the <u>number</u> of prompts needed on data, not just 'Y' or 'N'."

Together, Carol and the teacher examine data and Carol explained to Bill that the student isn't doing well on taking off his

coat independently. Bill said, "I'll watch you when he goes home today and let's see what we can do to motivate him."

(Researcher noted: "We" -- what we can do together -- implying teamwork, including Carol in the problem solving.)

The physical therapist provided training for Bill and his aides in regard to gross motor activities for each student. The teacher invited the researcher into his room when the physical therapy consultant was present to note specific training with therapy for various students. (1-23 field notes)

The physical therapist often worked with aides, without the teacher present, training them specifically with certain techniques. The physical therapist demonstrated the therapy expected and then allowed the aide an opportunity to perform. She observed and guided the hands of the aide into correct positions if not performed properly. The aides asked questions spontaneously of the physical therapist. Carol appeared not threatened in this context and was treated by the consultant as a professional. (1-23 field notes) Thus, the teacher allowed the paraprofessionals a process of self-directed development by not always being present.

Individual conferences were used within Bill's management approach to monitor the progress of students and to provide for reciprocal feedback. The teacher ensured that paraprofessionals were properly keeping data on students and following through with their responsibilities to the students in the classroom. Thus, conferences

contained (a) noting progress of students, (b) assurance that the paraprofessional was keeping data on students, and (c) feedback regarding changes in implementation and data recording of objectives.

Feedback. Feedback from others has a powerful influence on a teacher's self-perceptions (Wilson, 1981). The teacher in the study included that feedback from others influenced how the paraprofessionals regarded themselves and the other aides. Bill felt that the self-perceptions of his paraprofessionals could be changed as a result of receiving positive feedback from others. For example, they felt worthwhile and very proficient. (11-8 field notes)

Feedback in this classroom was given by Bill on an ongoing basis. He generally responded to the paraprofessional's feedback in a positive way. His positive feedback created a non-threatening climate in the classroom. Continuous feedback, practice, and the companionship of the teacher working side by side with the paraprofessional was consistent with the work of Joyce and Showers (1983).

Bill related to the researcher that all the aides did not want to rotate, working with different students, as they liked their own groups and did not want to rotate weekly to other groups as he had done for the past years. "That's okay; I'm going to let them do this, but I still will rotate to check on student progress. I also check on the paraprofessionals' performance with students when I rotate," Bill responded. (1-7 Interview)

The teacher wanted his aides to be an essential part of the decision making process in the study. It reminded the researcher of

Quality Circles, wherein decisions are made from the bottom-up instead of top down. Bill still wanted control as he would rotate, even though the aides did not. He allowed the aides to implement this decision for themselves, but not in regards to him; he would continue rotating. Thus, in this illustration the aides could make decisions about classroom management in regards to their own responsibilities, but not in regards to the teacher. The paraprofessionals enjoyed the students they were assisting presently and wanted to stay with them. Bill felt this was a good rationale to change, as in previous years there were more problem students and it wasn't fair for one aide to have the major problem student continuously. Bill was comfortable in allowing the aides to make this decision regarding changing from his rotation schedule. Thus, he demonstrated respect for their opinions by allowing his aides an important part of the decisions made in regards to schedules and assisting various students. Beginning January 8, 1985 the aides did not rotate to other students, but worked with the same two students through March, 1985. Bill continued to rotate weekly assisting students. (1-7 field notes)

The following conference two and a half months later was significant as it was a compromise in the non-rotation schedule which the aides suggested in January.

Conference: (Teacher, Carol, Helen and Janie)

Bill: "Some things have come out of your evaluations that I want to discuss.

> If we do art work, get the kids involved with it! Have the student do something to it. It's a good afternoon activity.
>
> In the afternoon from 1:15 to 2:15 I want to see activities ongoing. Even if it is just talking, interacting and touching students.
>
> My suggestion would be music, rhythm play, or singing. Gross motor activities could be done in the afternoon, too. These are all suggestions for more interaction in the P. M.
>
> Back in January all of you didn't want to rotate students and I said, 'Okay'.
>
> I propose now, because of our nature, kids get to know us too much, we rotate for now (every Wednesday). One day a week we will rotate.
>
> Also, when we come back from vacation I want you to read the staffing notes on students from now on. In this way maybe you can give me some further input from the IEP, for goals and objectives. Are there any questions?"

(The fifteen minutes was up and the aides were anxious to board the busses to begin the day's routines.) There were no questions. (3-29 field notes)

Since Bill allowed the aides an opportunity not to rotate every day since January, they now accepted rotation one day a week, and welcomed the change. The teacher as the manager of the classroom gave directions and suggestions for improvement, but left room for the aides to use their own creativity. He wanted them to be thoroughly aware of what was going on in staffing and gave them directions to read staffing on students. Bill was relaxed and enjoyed his work. Paraprofessionals were encouraged to improve and become involved in all aspects of the educational process. (3-29 field notes)

The researcher questioned Carol regarding rotating each Wednesday and she thought it was a good idea. "The staff gets too burned out when working with the same students day after day," she responded. Initially, Carol enjoyed not rotating, but now was ready for a change. (3-29 field notes)

Praise. Bill used praise throughout the day to motivate his aides, provide positive feedback and proceed with success throughout the day. Following are examples from field notes and conferences which highlighted his use of praise.

Bill: "Carol, you are doing an excellent job feeding Student F. Continue to take your time as he is eating more of his meal now than previously. I appreciate your efforts and consistency in following through every day." (12-10 lunch time)

Carol smiled and continued feeding the student.

Bill: "Our bulletin board gives me the Christmas spirit. I'm glad to see, Carol, that you put up some of the art works from the students and not just staff. I hope that we can continue to do this with our students and have them participate more in our art projects. Thanks for a great job!"

Carol: "We had fun doing it!" (12-10 field notes)

Conference: Bill and his three aides

Bill: "I want to thank all of you for helping out when necessary. I realize that many times you are assisting students other than the one assigned to you and helping one another. It has not gone unnoticed." (1-10 field notes)

Bill had a paper prepared before each conference with notes to himself and topics to be covered. His notes included a reminder to himself to praise his aides. It was essential that he praise and

provide feedback for further cooperation within his management concept. (1-10 field notes)

Problem solving feedback. Bill related to the researcher that he didn't have time to be a policeman and expected his aides to be professional. If there's a problem, he expressed, "I ask them to solve it immediately."

The researcher questioned him further regarding problem solving and Bill responded:

> "For example, one day a grandparent in my room told me that two of my aides were taking too long a break. I confronted the two aides and told them it was a problem I wanted them to solve. They decided they would take a timer to the break room with them, to remind them when fifteen minutes were up."

Bill never attacked the paraprofessional, but the problem. He respected their integrity and allowed them to solve problems they created for themselves. (2-14 field notes)

The following week in the staff lounge the researcher observed Helen and Janie with a timer in the break room and asked them whose idea it was to bring a timer. Janie responded:

> "Sometimes we get talking and forget when ten minutes is up. It was our idea to bring a timer to remind us to return to the classroom." (2-19 field notes)

Helen and Janie did not feel threatened or attacked personally as they solved the problem themselves. (2-19 field notes)

Written feedback: praise. A large poster, three feet by three feet was placed on the bulletin board in front of the classroom for seven school months. Bill added written comments to the poster continuously throughout the study.

HOW I LIKE MY STAFF

Janie, Marie, Helen, Carol, Grandma Alice and Grandma Hermaine

1. For always being so considerate and caring for each other and the kids.
2. For picking students up gently and working with their legs with massages.
3. Anticipating other needs by helping to lift or get materials.
4. For how well they endure the day with humor and hard work.
5. For their faithfulness in charting and implementing IEP objectives.
6. For giving their boss such a hard time and a good time.
7. For new and innovative ideas with students and classroom.
8. For putting up with the boss.
9. For finding Kirk just in time.
10. For the most generous capacity of radiating warmth to all by a smile, a touch....
11. For wonderful surprises!
12. For their creative talents!
13. For their wisdom in knowing their students.
14. When I see the students respond to all the hard efforts my staff gives them.
15. For their unselfish giving of themselves.
16. For a positive attitude.
17. For looking with tenderness at our students.

18. For writing good progress notes.

19. The way they have the washcloths always ready for lunch.

20. The way the little things are done, like getting ready the toothbrushes after lunch.

21. The way I can trust them while I'm gone or while I'm here.

22. For their dedications in decorating for the holidays.

23. For sharing their special talents and gifts.

24. The way they clean up and organize.

25. When they don't gossip and instead say something nice about the students.

26. For keeping busy with students.

27. For finding new ways of doing the same old things.

28. For their good cooking and sharing it with all of us.

(1-9 Poster)

Bill made positive annotations on this chart when he observed something worthy of praise as one of his objectives for the school year was to improve upon additional positive comments to his staff when it was due them. (1-9 field notes)

Reprimand. Bill stated that he followed The One Minute Manager (Blanchard & Johnson, 1982) which recommended reprimanding people immediately and telling them specifically what they did wrong. Although the teacher stated that he used one minute reprimands the researcher observed only the following two reprimands over a period of seven school months.

Bill reprimanded his O. J. T. student for her manner of interacting within the team. She had invited just Carol to the banquet

and the other two paraprofessionals felt offended. "Your approach should be more team oriented and considering everyone within the team," Bill specified. The student expressed that she could not afford to take all of the three aides. "Then you should have told them that as they would have paid their own way," Bill responded.

It was difficult for the student to accept that she was wrong and she appeared disgusted.

Bill expressed, "Always consider everyone within the team and treat them like you would like to be treated. They like you and would have paid their own way to attend to honor you at this banquet."

Student: (Silence).

Bill: "That's all I wanted to say." (He puts his arm around her.) "We learn from our mistakes." (2-24 field notes)

The second reprimand occurred while the teacher was sitting at his desk writing. Carol was sitting next to a student on the mat with her arm around him, while Janie was lying next to a student on another mat stroking his arm. Helen was sitting at the table not directly observed to be doing anything.

Bill: "Helen, let's get off our 'duff' and moving. I want everyone involved with students or activities in the P.M."

Helen: "I just sat down."

Bill: "Student D could be put over a bolster."

Helen: "Okay." (She gets up and goes over to Student D and asked Carol to assist her in placing him over the bolster.)

Carol and Helen put the student over the bolster and then Carol returned to the mat. Helen continued to rock the student on the bolster. (3-12 field notes)

Bill offered suggestions on ways to improve both incidents. In the first example it couldn't be remedied as the banquet was over, but she could apply this suggestion to similar events in the future. In the second example, Bill told her directly what she could do and Helen complied. The teacher was direct and clearly understood in both situations. (3-12 field notes)

The researcher met with Bill to question the discrepancies regarding reprimands and what was observed in the classroom. The following questions and answers were provided:

Question: "Although you have told me that you do one minute reprimands I have observed only two incidents. Is there a reason I did not observe them?"

Teacher: "Yes, it is true that usually I will take the aide aside by herself as this causes less embarrassment for the person being reprimanded. I wouldn't appreciate my boss reprimanding me in front of everyone no matter how tactfully it is done."

Question: "Do you actually reprimand?"

Teacher: "I guess I try more to redirect the staff person to what should be done -- or try to get them to solve it themselves if it is something they can solve -- I want them to reflect on it and see if they can't solve it themselves. One aide is more sensitive than the others and usually I would always take her aside as soon as possible to discuss my concerns."

Question: "Then you really don't follow the <u>One Minute Manager</u> in regard to reprimanding?"

Teacher: "If something is way out of line, that others observe and aren't doing something about it, then I would reprimand on the spot. But usually I would take the staff person aside as soon as possible to discuss with them what I felt was wrong. Possibly they may give me more insight into why they were doing it that way. I feel taking them aside allows them to keep their dignity and shows that I care about them, but do not approve of their behavior. It's less threatening for the staff person and doesn't upset everyone in the room." (3-27 Interview)

Although Bill expressed previously that he followed the One Minute Manager, in practice he did not reprimand consistently. Practices demonstrated that the teacher followed Blanchard and Lorber (1984) in consideration to reprimanding. Blanchard and Lorber (1984) listed five steps in training a learner that Bill appeared to follow:

1. Tell (what to do)
2. Show (how to do)
3. Let the person try
4. Observe performance
5. Praise progress or redirect

The teacher in this study redirected or demonstrated to the paraprofessional the way it should be done in contrast to a reprimand. (3-27 field notes)

Bill used feedback continuously to create a non-threatening climate in the classroom. Feedback from the paraprofessionals was treated with respect and their suggestions were usually implemented. Decision making originated from the bottom-up instead of top down. Verbal and written praise were included in Bill's feedback. He typically redirected the paraprofessional rather than using a reprimand.

Problem solving feedback skills were used by allowing the aides to reflect on problems and reach their own decisions. The concept of team teaching wherein it was built upon the expectation that members of a team will observe each other and give each other feedback in at least an informal way (Glatthorn, 1984) was consistent with the study.

Mentor. Mentors and proteges are very much involved in working together in a wide variety of professional or career concerns. These relationships are open, informal, and have a high frequency of interaction. The mentor takes responsibility by caring for the adult and attempting to foster their growth and development (Bova and Phillips, 1984). Mentoring relationships have been found to be critically important to the developing professional (Bova and Phillips, 1984).

Bill had a unique relationship to this special education classroom as he was not only the team manager, but friend and helper. Sincere generosity, compassion and concern for his staff were attributes he contributed to the team. He picked up items at the store before or after school for his staff (10-24 field notes) and the paraprofessionals were comfortable in asking for his assistance. The following typical example highlights his approach.

Another paraprofessional in the school entered the classroom and asked Jane if she would pick up the bananas as she did last year for the ice-cream social. Jane responded,

> "No, but Bill goes by there every day on the way to school and I'm sure he will."

Bill: "Sure, I don't mind." (Smiles.) (2-26 field notes)

He demonstrated interest in them personally and had birthday parties for all the classroom staff. Bill brought in the cake or ice-cream for everyone. (9-6 field notes)

Carol's car was in for repair and Bill volunteered to pick her up in the morning and drive her home. Carol accepted and offered, "Let me know when I can help you out." (1-17 field notes)

His involved type of relationship assisted him with management as he was not only the manager, but a sincere friend. The researcher questioned if this type of relationship was helpful in a classroom working closely with his paraprofessionals and Bill expressed, "We're a team and family. I will help them out and I can call on them to help me." (2-15 Interview)

Evaluation. Improvement in teacher evaluation has resulted from legislative mandates in several states which are generating an amount of data relevant to these problems that has never been available before (Coker, 1985). In this study the teacher was responsible for the evaluation of his paraprofessionals. Since the teacher was a mentor, role-model, working side-by-side with the paraprofessional, the evaluation may be unique to this type of setting. Evaluation was consistent with the processes described by Copeland and Jamgochian (1985) building relationships characterized by openness and trust.

Annual evaluation of the paraprofessional was the responsibility of the classroom teacher at Spartan Intermediate School District. Bill was given the paraprofessional evaluation forms at a teacher's meeting and directed by the school principal to complete the forms on each paraprofessional in his classroom. He was directed to complete the evaluation form and discuss the evaluation with the principal before the meeting between teacher and paraprofessional. (2-7 field notes)

Bill told the researcher that he had shown Carol's evaluation to the principal and could now discuss it with her. He asked Carol's permission for the researcher to be present at this meeting and she gave her approval. The researcher verified with Carol the permission to attend to ensure that her presence would not threaten Carol. (3-25 field notes)

Bill and Carol met after lunch to review Carol's evaluation for the school year.

Teacher: "The principal has already seen this and given approval, so now you can see it. Read my comments first and see if there's any questions on it."

Carol: "No comments."

Teacher: "You have been with me almost a school year, so since September, how do you see your performance?"

Carol: (Silence)

Teacher: "Describe it. How do you describe your actions?"

Carol: "I meet each of the students' needs."

Teacher: "What percent do you give? How do you view it?"

Carol: (Silence)

Teacher: "How do you think that I see you?"

Carol: "I am usually busy with the students' objectives and working with students. I try to give 100%."

Teacher: Name three things (strengths) you have given to my classroom?"

Carol: "1. Teamwork, the most important.
2. Organization.
3. Art activities."

Teacher: "I agree with that, too. Now, if you could name one weakness you have, what would it be? If you could change one thing since September -- incident? action? performance? We all make mistakes. What would it be?"

Carol: "Not letting the other two aides get to me. I am not real talkative and don't interact."

Teacher: "If there was one action or change that would improve our classroom, what would it be?"

Carol: "Stress to everyone not so much lax time. We should always be working with students in some way."

Teacher: "How would you approach that?"

Carol: "There are things that we could perhaps look at or read."

Teacher: "The improvements that I would like to see in you involve praising staff, students and the teacher, me. It takes only 30 seconds and then you pat them on the back.

I want you to read carefully The One Minute Manager. It is in the room all the time and I am going to urge everyone in the room to read it and follow it. I want to institute it in the classroom for all to use.

For a reprimand, if something should be corrected you start with a reprimand and end with praise.

One never says, 'You're stupid.' Don't attack the person. This book will give you good ideas to use in the classroom and to communicate effectively with the other staff. In this way we will have self-management within our team. I want

you to get all the other staff involved in art ideas, too.

Do you have any problems with your evaluation?"

Carol: "No, I agree.

Bill wrote on Carol's evaluation form the following considerations and expectations.

"Strengths: Carol has excelled in all areas of the work objective. She gives 100% of herself. Her extra love and care in her work shows in her students. She has developed a monthly folder of art activities which we should take more advantage of. She anticipates and is always there.

She follows directions immediately and gives valuable comments both to the teacher and on student charts. Overall the quality of our classroom is raised with her presence.

Improvements:

1. To praise behavior immediately when it occurs.

2. To reprimand a bad performance immediately, giving a fair comment on one's behavior, and not on one's worth as a person.

The above will be two new MBO's for the next school year and will follow the formula of The One Minute Manager.

3. To actively encourage interaction and concentration of students and objective performance during school hours, especially at lunch time and in the afternoon." (3-26 field notes)

Bill expected Carol to follow The One Minute Manager, as it was his management guide. Self-management wherein he was not the only one praising and reprimanding, was inferred from the evaluation process. He respected the judgment of Carol to carry out this evaluative process

of when to praise and reprimand. The teacher included himself in the team and said he would accept reprimands from his paraprofessionals. However, the researcher observed the teacher only two times reprimanding a staff. The teacher had a manner of reprimanding that was regarded as a "help" and not a "put down". The researcher questioned if all the aides would be able to do this as effectively as Bill. (3-26 field notes) The interview between the teacher and researcher included:

Question: "Will this reprimanding by paraprofessionals cause problems in the classroom?"

Bill: "In the beginning, it may with the aides, but I will work with them, assist them also in learning this new management process. I feel it is worth it and will enhance the management of our classroom into a complete team approach. I work with students, attend meetings and cannot be there all the time. I then will be able to count on them to follow through with praise and reprimands. If there are problems we will sit down together and discuss them, perhaps how they could have praised more effectively or reprimanded more tactfully. They will be learning this and I don't expect them to do this overnight. It will take time for this to catch on and for them to observe the benefits themselves. I do know that it will work as I've seen it work in this classroom. When I give an aide positive praise it is a motivator that keeps them moving ahead. Remember the philosophy behind this is that everyone -- yes, everyone -- is a potential winner. They will be learners with this approach and I want them to try it. I will praise their progress or redirect through on the spot training or conferences. Hopefully, they will observe me and follow what I am trying to do. In this way they will also have a better understanding of what I am attempting to accomplish in the classroom; teamwork, working together as an effective team. We will be all helping one another grow and improve. This last month I have observed it 'rubbing off' and aides complimenting each other when a job was well done. If enough praise is given then the reprimands are taken as sincere and for their best interests. I

> tell them we all make mistakes, learn, and change for the better. I include myself in on this process and ask them to tell me if they observe me doing something incorrectly." (3-26 Interview)

The evaluation by the teacher included (a) aide's description of her performance, (b) reflection of the teacher's perspective, (c) feedback regarding her strengths, (d) feedback regarding her weakness, (e) feedback involving classroom improvement, and (f) teacher noting improvements he wanted for Carol. Carol was directed to read The One Minute Manager and follow it. Since Bill felt the management literature assisted him, he wanted to share it with Carol. (3-26 field notes)

Individual educational plan. The I.E.P. process is crucial in a special education student's schooling. The special education teacher is required to abide by the I.E.Plan and is responsible for its implementation. The I.E.P process dictates what should be going on in the classroom to develop the maximum potential for each special student. (Figure 4)

Bill related to the researcher that basically all management and training in the classroom was to ensure that I.E.P.'s for each student were carried out by himself and staff. Data were recorded on objectives for each student by the paraprofessionals and himself. The method Bill selected was charting objectives, posting them on the bulletin board in his classroom, and the staff person who assisted the student marked the appropriate chart. (1-14 field notes)

The school psychologist provided more information regarding I.E.P.'s.

FIGURE 4

One representative example of a student's goals and objectives for the school year contained:

Individualized Educational Program

Annual Program Goals	Objectives
1. To increase Gayle's ability to perform gross motor activities in adaptive physical education and in the classroom.	1. Gayle will increase her independence in selected positioning and ambulation activities.
2. To improve Gayle's dressing skills.	2a. Gayle will become more independent in putting clothing on.
	2b. Gayle will correctly and independently discriminate front from back when putting on clothing items.
3. To improve Gayle's eating skills.	3a. Gayle will become more independent in drinking skills.
	3b. Gayle will use her left hand functionally as a guide.
4. To improve Gayle's grooming skills.	4a. Gayle will become more independent in hand washing.
	4b. Gayle will become more independent in tooth brushing.
5. To improve communication/ socialization.	5a. Gayle will increase her receptive vocabulary.
	5b. Gayle will increase her spontaneous communication of wants or needs.

(3-19 I.E.P.)

Kirk said that the use of Individual Educational Plans are already in practice throughout Michigan for special education students. "No two students are identical." Each student at Spartan School has an individual "I.E.P." Individualized education program means a program developed by an individualized educational planning committee which shall be reviewed annually. The components of the program are:

(a) A statement of the child's present levels of educational performance;

(b) A statement of annual goals, including short term performance objectives;

(c) A statement of the specific special education and related services to be provided to the child, and the extent to which the child will be able to participate in regular educational programs;

(d) The projected dates for initiation of services and the anticipated duration of the services;

(e) Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short term performance objectives are being achieved.

Spartan School, like all special education schools and programs in Michigan, is governed by the Michigan Special Education Rules, as amended August 13, 1980. Student needs as perceived by staff at Spartan School is based on each student's goals and objectives, which are formulated annually by an Individual Educational Plan.

However, each paraprofessional could record data differently on students, but all teachers were responsible for data being recorded and analyzed on student objectives. (1-14 field notes)

Charts in Bill's classroom, posted on the bulletin board, listing performance objectives for each of the eight students were always posted from August through March in the study. The staff assigned to the student marked the objectives with comments when attempted. Thus, the paraprofessional knew what was expected of her daily as one of her responsibilities was to complete student's objectives. (11-7 field notes) Thus, another responsibility of the teacher was to maintain adequate data collection on objectives for each student. Bill monitored the paraprofessionals to maintain adequate data collection on performance objectives. (1-14 field notes)

Lesson plans were contained in each student's folder for the paraprofessional to follow in carrying out an objective. Bill wrote out each lesson plan to accompany each objective. (Appendix K) (3-19 field notes) These lesson plans remained until the student had passed the objective or the objective was changed. Bill wrote out explicit directions for the aide to complete the objective. The directions became routine for all the staff and they learned spontaneously what to do with the student they were assisting. Thus, the I.E.P. and lesson plans dictated the tasks for the aides to complete with each student. Bill monitored the aides fulfilling this responsibility by examining the posted charts for each student, which listed the objectives. However, since Bill worked "side by side" with his aides, he informally observed their activities continuously. (3-20 field notes)

The teacher posted each student's objectives and the staff person assisting that student, then marked the appropriate chart. The I.E.P.'s, for the eight students, was the priority for the professional and paraprofessional tasks in the study. Thus, the management team concept was a process utilized by Bill to effectively meet the students' objectives.

Summary of supervision practices. The teacher at Spartan School managed to build a team that shared in the responsibility of managing the classroom. His definition of this role was primarily as manager of a team. Practices followed in the study supported his definition. The paraprofessional in the study defined her role as a member of a team, with the teacher training her on the job. The coaching and modeling was ongoing, Carol explained. Bill accomplished this by working side-by-side with his aides using modeling and the coaching process to train the paraprofessional. He had (a) impact without exerting total control, (b) was helpful without having all the answers, (c) had involvement without demanding centrality and (d) was powerful without needing to dominate. Bill demonstrated respect for the aides' suggestions and decisions by including them in on student staffings and conferences once a week, wherein new objectives for students were discussed. He gave feedback on an ongoing basis and the aides could learn from observing how the teacher went about developing, questioning, supporting, confronting, and making suggestions.

Another role the teacher assumed in the study was a mentor for his aide. The mentor role included (a) role model, (b) consultant, and (c) advisor to her. He had direct involvement with Carol and possessed sincere generosity, compassion and concern for her well being. Bill would drive her to places she would have to go after work and she reciprocated. Carol was a rather shy individual, but the teacher assisted in bringing her out while in a group.

Bill utilized the guidelines for adult learners that were described by the National Center for Research in Vocational Education (1984). The immediate application of new skills for the aide to learn increased the motivation of the aide to learn them. The teacher in this study (a) listened to the aides' concerns, (b) asked for feedback on students continuously, (c) responded to aide's feedback in a positive way, and (d) acknowledged the aides' responses as he attempted to learn whether they were correct or incorrect and followed them with accepting comments.

Sharing the responsibility for management provided the opportunity for the aides to have ownership, to participate, and to feel that they were a necessary part of the team. The teacher's role included enhancing and reinforcing existing motivation for the aides to continuously improve.

The teacher utilized as his model the <u>One Minute Manager</u> and asked his aides to read this book and follow it (Appendix O). During the evaluation of the aide he reviewed the <u>One Minute Manager</u> with her and explained how to praise and reprimand. He explained that he wanted everyone in the classroom to daily utilize this approach. Bill stressed

to Carol that you never attack the person, but the particular situation. He reiterated that if all the aides and himself followed this model there would be more self-management, which was one of his goals for his classroom. (3-27 field notes).

Summary

The teacher's and paraprofessional's definition of training and supervision supported the elements of training and supervision practiced and used by the teacher. The elements of training used by the teacher included (a) modeling, (b) feedback and coaching, (c) written instructions, (d) role-playing, and (e) charting with comments. The elements of supervision practiced and used by the teacher included (a) a team approach, (b) joint and individual conferences, (c) feedback, praise and redirection, (d) serving as a mentor to his staff, and (e) evaluation. Bill's philosophy was that by good management a paraprofessional could be effectively trained.

CHAPTER V

Definitions, Practices and Conclusions

Introduction

This chapter provides an explanation of the data by answering the six research questions. In addition, conclusions and their application for teacher preparation or inservice are described.

The chapter is divided into three sections with section one including the problem, the purpose of the study, and the research questions. Section two identifies and describes the roles of the teacher training and supervising a paraprofessional by responding to the six research questions. The third section includes the conclusions, research implications and suggested recommendations for follow up studies.

The Purpose and Problem

The primary purpose of the study was to identify and describe the roles and tasks of a special education teacher while training and supervising a paraprofessional. Boomer (1980) stated that one of the most apparent needs is to train special education teachers to work effectively with paraprofessionals. The teacher's roles were investigated through an ethnographic approach which provided rich descriptive information.

Special education teachers in the trainable, severely mentally impaired, and severely multiply impaired classrooms have the responsibility for coordinating the activities of paraprofessionals, in addition to the usual duties of planning and implementing the instructional programs for the students.

The following research questions were asked at the beginning of the study, and guided the data collection and interpretation.

1. How does a special education teacher define his/her role in training a paraprofessional?
2. How does a paraprofessional define the role of the special education teacher in his/her training?
3. What practices in providing specific training for a paraprofessional by a special education teacher are evident?
4. How does a special education teacher define his/her role in supervising a paraprofessional?
5. How does a paraprofessional define the role of the special education teacher in supervising his/her work?
6. What practices in providing specific supervision for a paraprofessional by a special education teacher are evident?

The Explanation

Special education teacher's definition of training. The teacher defined training with the following statement:

> "Training is defined by my teaching through examples, demonstrations, discussions, reading material, and refinement of what I want happening in the classroom with the students. This training is organizational in manner which is spelled out by 'Teamwork' in reality. It is learning by our mistakes, refining and redefining programming. To be ready for change and move on it. This is all a part of training for new and old aides. There is much for a new aide to learn and adjust and that will come with time and good management." (10-9 Interview)

The professional stated that he had no training in how to train, manage, or work with paraprofessionals. (Interview I) This supported Boomer (1980) contention that special education teachers need to be trained to work effectively with paraprofessionals. The study illustrated how one special education teacher learned by trial-and-error and after five years of mistakes and attempts at training and supervision used the One Minute Manager as his guide. Bill expressed that it was very difficult when the aides were there before him, when many times his authority and position was threatened or rebuked. The study by Kiser (1981) concluded that the training of aides was given to the teachers who did not realize this responsibility. In contrast, this professional realized the responsibility, but had difficulty until he referred to a meaningful management model.

Teamwork was the overall concept behind Bill's training. The team approach described by Graebner and Dobbs (1984) is similar to the approach used in the classroom in the study. Teamwork was a process the teacher used to train his aides. He worked alongside the paraprofessionals and was a role model for them. For example, the researcher observed Bill on eighty-two observations working directly with one of the students in the classroom. Joyce and Showers (1983)

stated that trainees learning a new teaching strategy probably need fifteen to twenty demonstrations and a dozen or more opportunities to practice the skills. This was feasible in the setting observed as the teacher was daily modeling for his aides. The teacher worked regularly with the students and paraprofessionals on repetitive techniques for his students.

Joyce and Showers (1983) also indicated that most coaching should be done by teams of teachers. In contrast this classroom had a team makeup of three aides and one teacher. Collectively they coached each other and worked together to find new approaches to meeting student needs. The teacher designed a rotation schedule whereby he could coach and model techniques for the aides while assisting students.

Bill's definition of training was encompassed under good management. He followed the management techniques described by Blanchard and Lorber (1984) although he expressed that he followed the model of The One Minute Manager (1982). The steps to training a learner advocated by Blanchard and Lorber (1984) include:

1. Tell them what to do
2. Show them what to do
3. Let the person try
4. Observe their performance
5. Praise their progress or redirect

Bill followed this model and usually did not reprimand his aides. Only on two occasions did the researcher observe reprimanding by the teacher to an aide. Thus, he did not use this model consistently, but over a period of seven months it was his guide.

The teacher's role in this study in regard to his definition of training was a reorientation of the role as a person in authority over employees. Shared responsibility and control replaced the individual carrying the burdens alone. Bradford and Cohen (1984) explained that within this model the manager must first believe in the concept and then act in the creation of a team who are jointly responsible with the manager of the department's success. Thus, the teacher in this study was consistent with Bradford and Cohen (1984) that learning that occurred on the job, in ongoing interactions, was likely to be the most relevant to its members. The study was also consistent with Joyce and Showers (1983) that practice should be in the work place. Continuous feedback, practice, and the companionship of coaches is essential to enable even highly motivated persons to bring additional skills to their repertoire under effective control (Joyce and Showers, 1983).

Bill defined his primary role as a manager of the team. This was reiterated by Boomer (1980) who conceptualized the teacher's role as the "program manager" of the team. The manager must define the program goals and manage the resources to reach those goals. Training his paraprofessionals was in fact very significant to the teacher in his role as a manager. When the teachers were questioned by Havlicek and Kelly (1981) about what information they needed to work more effectively with their paraprofessionals, one of the responses included: How to train paraprofessionals. It appears feasible that the management model Bill used to guide him in training his paraprofessionals could be meaningful for other professionals.

Paraprofessional's definition of training. Brantlinger (1978) included that with appropriate training paraprofessionals can assume complementary roles to teachers in the instruction and instructionally related areas. The paraprofessional in this study assumed a complementary role to the teacher within the classroom team. She defined the role of the teacher in her training as:

a. Works beside us

b. Shows us what to do

c. We can watch him

d. Explanation at conferences

e. Prompts us when necessary

f. Reciprocal feedback

g. Encouragement

h. Ongoing training

i. Comfortable atmosphere

Carol explained that there was no confusion regarding role functions as they were shared by the teacher, with the exception of the responsibility the teacher had for I. E. P. goals and objectives for each student. "The art of sharing the responsibility for finding your ways to the shared responsibility team is itself more important than following the model to a T" (Bradford and Cohen, 1984, p. 283). The teacher rotated working with all the students and modeling for the aides on an ongoing basis. The charts, listing student objectives, were always posted and the aides and teacher implemented them.

Encouragement was the positive feedback which was ongoing by the teacher and aides. The teacher felt that the group's efforts to

solve problems should be used to expand the group's problem solving and managerial capacities (Bradford and Cohen, 1984). Joint conferences included problem solving by the team. Bradford and Cohen (1984) reiterated that learning that occurs on the job, in ongoing interactions, is likely to be the most relevant to its members. All of the learning in this classroom occurred on the job. Boomer (1980) emphasized that teachers must be mature enough to provide direct supervision and secure enough to accept honest feedback from the paraprofessional, which was consistent with Bill in this study.

The comfortable setting in the study was similar to the Japanese philosophy, "Think about your job; develop yourself and help us improve the company" (Pascale and Athos, 1981, p. 56). The Japanese employees embrace the "family concept" which appeared similar to the family group in the study. Within this model a team of workers is created who are jointly responsible with the manager of the department's success (Bradford and Cohen, 1984). Within this study a team was formed in which the teacher and aides were collectively responsible for the classroom's operation and success.

Practices in providing training. The most innovative and provocative approaches to professional development are those that rely on exploration and discovery by teachers (Sergiovanni, 1982). After five years of trial-and-error in training paraprofessionals the teacher in this study finally used a management model, the One Minute Manager, that assisted him in providing training in the classroom. Elements of training that were evident in the study included:

a. Modeling

b. Reinforcing

c. Feedback and Coaching

d. Training Activities

e. Written Instructions

f. Role Playing

g. Simulation

h. Charting and Comments

The most effective training activities are those that combine theory, modeling, practice, feedback and coaching to application (Joyce and Showers, 1980). Bill explained that he felt the easiest, most efficient, and least bureaucratic method of teaching his aides was for him to demonstrate them himself. Bandura (1973) stated that models demonstrate how activities are to be performed. Modeling provides a faster way of learning then that of direct experience (Bandura, 1973). In this study the paraprofessional was exposed to modeling with immediate application in the classroom.

Team development does not render the manager silent. There are times when the teacher, as manager, has specific information or expertise that no one else has (Bradford and Cohen, 1984). Although the teacher and his paraprofessionals worked as a team, the teacher was the manager, and initially modeled the behavior or techniques he desired from the aide.

Bill shared the responsibilities with his paraprofessionals. He performed all the same duties as the paraprofessionals thus diminishing the hierarchy of role distinctions. There existed respect

between the teacher and the paraprofessionals in reference to decision making and feedback. For example, Bill changed from the rotation schedule in January when the aides asked to work with the same students. Later in March he suggested they go back to the rotation schedule and they accepted his advice. "Trade-offs between making a particular decision 'correctly' or using it as a developmental experience, will sometimes have to be made" (Bradford and Cohen, 1984, p. 198). The paraprofessionals volunteered to come in early once a week for their weekly staff conference. Questions were answered, plans formulated, and students discussed at the weekly joint conferences. Bill had good rapport with his paraprofessionals as he was "down to earth" and respected their questioning and input. (2-13 field notes) Feedback was ongoing and reciprocal.

Posted written instructions was another method the teacher used to train his aides. Six different posters with written instructions were posted in the classroom during the length of the study. The posted directions in the classroom were performed daily by staff with specific students. The paraprofessionals made the posters with directions from Bill. Thus, Bill used auditory and visual means to train and direct his aides. The paraprofessionals were told what to do and it was printed out for them if they had further questions and as a reminder. The paraprofessionals had ownership in the written posters as they were responsible for printing and posting them in the classroom.

Written instructions were also distributed to the aides at the joint conference in the A. M. Five handouts provided information and knowledge to the aides regarding specific techniques to assist the

students. Bill distributed information, asked the aides to read it and they discussed it at the next A. M. conference.

Role-playing was used in the classroom as a training technique for the staff to better understand the needs of the blind. Following the blind experiences aides were directed to write a theme regarding their experiences. These active empathetic experiences assisted the staff to better understand the needs of the blind student in the study.

Bill explained that understanding the characteristics of the special education student they would be working with was an important competency for teachers to consider when training paraprofessionals. Thus, by working with each student himself he was continuously modeling for the paraprofessionals skills important for individual students. These skills for nurturing the students included:

a. Reinforcing

b. Nurturance

c. Gross Motor Activities

d. Fine Motor Activities

e. Vestibular Stimulation

f. Self-Care Skills

g. Communication

Bill expressed that anticipation, and love-compassion were important characteristics for a paraprofessional.

Charting and comments by staff was another method the teacher utilized to instruct his paraprofessionals. Charts were made for each student by the teacher listing the activities to be performed daily. The charts were always posted in the study and it was the staff's

responsibility to check the charts daily and write comments. Another process designed for the paraprofessional was to provide additional feedback to the teacher. Bill daily examined the charts and responded appropriately to the paraprofessional with praise or additional suggestions.

Carol's definition of her role as a member of a team, with the teacher training her on the job, was consistent with practices evident in the study. The teacher accomplished this by working side-by-side with his aides using modeling and coaching behaviors. Bill gave feedback on an ongoing basis and the aides learned from how the teacher went about developing, questioning, supporting, confronting, and making suggestions. Bill had impact without exerting total control, helpful without having all the answers, involvement without demanding centrality, and powerful without needing to dominate.

Bill treated all of his staff with respect and dignity. He realized the necessity of praising and included it in his joint conferences. He followed Blanchard and Lorber (1984) by praising the progress or redirecting rather than a reprimand. Learners are never reprimanded as it may immobilize them and make them even more insecure (Blanchard and Lorber, 1984). Bill was sensitive to the needs of his paraprofessionals and did not embarrass them.

Special education teacher's definition of supervision. Bill defined his role as the manager of the team in the classroom. Thus, management encompassed both the training and supervision that the teacher performed in the classroom. Bill referred to effective

supervision as good management. He explained that he was not a leader, but a manager. This role description was very significant with his classroom management encompassing a team approach. Bill worked beside his aides and performed all the responsibilities they did in addition to (a) formulating final I. E. P. goals and objectives for each student, (b) attending I. E. P. and professional meetings, (c) designing classroom schedules and (d) evaluating his paraprofessionals. He expressed that, "They know the students as well as I do," (1-20 interview) and thus, respected their suggestions and feedback. Occasionally managers who decide not to rush in are surprised to discover how much their staff can contribute (Bradford and Cohen, 1984). Bill stressed teamwork and the need to complement one another. The paraprofessionals were team members, each bringing her own knowledge and expertise to the classroom, with the teacher as manager of the team. The Japanese managerial approach works on a philosophy that many "little" brains are superior to a few "big" brains when it comes to making organizations work properly (Pascale and Athos, 1981). Bill's system in reference to the team approach was very similar to the Japanese managerial approach. This concept sees the team members as interdependent. It makes employees embrace the "family" concept. Paraprofessional Helen related that, "We're like a family. We work together as a team. . ." (12-3 Interview)

Bill conceptualized the classroom as a "mini-business." "It is very important that I manage their time and activities appropriately to meet each student's needs." (1-15 Interview) His goals for the paraprofessionals were <u>self management</u> and <u>self discipline</u>. He

explained that he was not a "policeman" and attempted to guide his aides in solving problems as they arose in the study. Emphasizing that the "biggest asset in my management is feedback," (1-15 field notes) Bill indicated that feedback was essential for his classroom management.

He was a mentor for Carol, being a role model, advisor, and consultant to her. Bill had direct involvement with her and possessed sincere generosity, compassion and concern for her well-being. Bill's role included enhancing and reinforcing existing motivation for the paraprofessional to continuously improve. This was similar to the process that Bova and Phillips (1984) indicated that adults learn through mentoring. In addition to being a role model, the mentor acts as a guide, a tutor or coach, and a confidant (Bolton, 1980). A mentor is defined in terms of the character of the relationship between two individuals rather than the function it serves (Levinson, 1978). Bill expressed, "I respect their ideas and many times together we come up with activities that alone I would not have developed." (1-15 Interview) The assumption of a mentor role relationship is that a certain amount of expertise has been accrued. The most important element is the willingness to share accumulated knowledge with another individual (Bolton, 1980). The focus is on collaborative team effort and on continual attention to the development of members as integral to achieving the task (Bradford and Cohen, 1984). The team concept was supported in this study.

Paraprofessional's Definition of supervision. Carol's definition of the role of the special education teacher in managing her work

emphasized teamwork. She reiterated, "He oversees me as he works right along beside all of us. He supervises us by being part of the team himself." (1-24 Interview) Carol expressed that the teacher used the One Minute Manager to manage the classroom. She had been directed by Bill to read the book and it was one of her new goals for the following school year. Joyce and Showers (1983) stated that most coaching should be done by teams of teachers working together to study new approaches to teaching and to polish their existing skills. The difference in this study was that the coaching was performed by the teacher and paraprofessionals as significant members of the team.

Brantlinger (1978) indicated that the role of the paraprofessional has been expanded. No longer can we view paraprofessionals as responsible for only non-instructional activities, such as house and record keeping. The study supported this perspective as the paraprofessional performed the same responsibilities as the teacher, with the exception of the final I. E. P. and evaluations. Bill shared all the classroom responsibilities and tasks with his aides. There was present in the classroom a reciprocal division of daily tasks that were performed. For example, the teacher assisted in feeding a student during each of the researcher's lunch time observations. The paraprofessionals were also feeding other students. Paraprofessional, Helen explained:

> I enjoy working in rooms where the teacher works right beside me. Aides shouldn't just have to do the dirty jobs. I collect data on students, assist the teacher in ideas for student goals and objectives, and follow through with students working on their objectives daily. (12-3 Interview)

Thus, each staff person was an important part of the team. Bill asked advice from the aide and in this manner increased their self-image and worth. The team concept has as its basis that no one person can have all the necessary knowledge. Boomer (1980) defined the paraprofessional role as one who is a member of the instructional team and this definition was supported in Bill's classroom. He indicated that only by advanced planning, review, and communication can they work as an effective team. The paraprofessional defined the role of the teacher in supervising her work supporting this concept.

Carol indicated that the teacher set up the schedules for busing, swimming, lunches, but she presented ideas and suggestions. Bill managed by direct involvement with the students, paraprofessionals, and other staff in the school. Carol indicated that he was always aware of classroom activities and staff performance as he was a part of the team himself. Bill welcomed input from his paraprofessionals and Carol felt comfortable in offering ideas and suggestions.

Charts were always posted for each student in the classroom and Carol wrote comments on them for Bill's and the staff's interpretations. The charts included the I. E. P. objectives for each student. There was no need for Bill to verbally repeat the routine tasks, as they are always posted in the classroom. Carol specified that Bill checked the charts daily to ensure that I. E. P. objectives are performed. In this manner he monitored the performance of his paraprofessionals. For example, when the teacher was absent from the classroom, the charts on the bulletin board provided guidance for all

the aides to follow in assisting students. Carol reiterated that these charts were essential in the teacher's supervision of their work.

Practices in providing supervision. In this study the teacher followed the principles advocated by Bradford and Cohen (1984). These principles of management were shared responsibility and control replacing the teacher carrying the responsibilities alone. Bill assumed similar responsibilities as his paraprofessionals in addition to being the manager of the team. The focus was on collaborative team effort and attention to the development of all staff as integral to achieving the task. Within this management model the manager and team members were collectively responsible for the department's success. This model differed from the concept of supervision wherein there is a hierarchy of responsibilities and the supervisor is responsible for the teachers or other staff members. Bradford and Cohen's (1984) management model was created by work with over 200 managers from leading corporations and government agencies, but Bill applied similar methods in the classroom.

As the team manager Bill held joint conferences once a week for fifteen minutes before classes commenced. He required the attendance of his paraprofessionals at this morning conference. The joint conferences provided Bill the opportunity of meeting with all the team members to review weekly plans, develop and discuss schedules, share student information, and discuss problems or strategies. Feedback from the paraprofessionals was respected and treated with equal value as the professional's. This classroom management model demonstrated that influence between teacher and paraprofessionals can be mutual.

Another element of the teacher's management model included individual conferences. Individual conferences were used by the teacher to monitor the progress of students and paraprofessionals. Bill met individually with each paraprofessional a minimum of once a month over a period of seven school months. Feedback was given by the teacher on an ongoing basis. The classroom management model was similar to Quality Circles, wherein decisions are made from the bottom-up instead of top down. The teacher respected the aides' opinions by allowing the paraprofessionals an important part of the decisions made in reference to schedules and assisting students.

Bill used praise consistently to motivate his paraprofessionals. One of his own personal objectives was additional praise for his staff. He encouraged his paraprofessionals to solve their own problems. Bill respected the pride of his aides and allowed them to solve problems that they created for themselves. In this management model decision making was a responsibility of all the team members.

After seven months of observation the researcher observed only two incidents of reprimanding. After further probing Bill explained that usually he tried to redirect the aides rather than reprimand them. In practice he followed Blanchard and Lorber (1984) and praised the progress or redirected. Bill still included in the evaluation of Carol that she learn how to reprimand, which was of interest to the researcher as he usually never reprimanded himself. It appeared to the researcher that perhaps this was an area where the aides could complement him.

Bill was required to evaluate his paraprofessionals annually. He respected the judgment of his paraprofessionals to carry out the evaluative process of when to praise and reprimand. Bill was not intimidated, but wanted to be treated in the same manner as his paraprofessionals. He asked for input into the evaluation as, "Name three things (strengths) you have given to my classroom?" Overall, the teacher was positive and attempted to direct the paraprofessionals towards self-management and self-discipline. He was the manager of the team and one of the requirements at Spartan I. S. D. was to evaluate his paraprofessionals.

Bill was required to be responsible for annual goals and objectives for each of the eight students in his classroom and ensure that they are carried out by the classroom staff. The method that he selected was by charting objectives, posting them on the bulletin board in his classroom, with the staff person assisting the student marking the appropriate chart. This data was later transcribed to a student notebook on each student.

Bill was not only the team manager, but a friend and helper. He possessed sincere generosity, compassion and concern for his staff. He emphasized, "We're a team and family. I will help them out and I can call on them to help me." (2-15 Interview)

Conclusions and Implications

Bill's management encompassed both training and supervision. The concepts used by the teacher to train and supervise a paraprofessional were:

1. Feedback was essential
2. All staff are significant to the team
3. Praise staff immediately
4. Encourage them to continue
5. Speak the truth
6. Humor makes the work place comfortable

In practice Bill seldom reprimanded his staff as he felt it could make them insecure. The teacher did follow Blanchard and Johnson (1982) which indicated staff need one minute praising. The teacher used praise on an ongoing basis to motivate his paraprofessionals, provide positive feedback and proceed with success throughout the day. These skills and techniques could be incorporated into a student's preservice training, inservice training for professionals and paraprofessionals, and ongoing professional development activities. It appears feasible that the elements could be adapted to training situations and on-the-job training to aid the professional in training and supervising paraprofessionals.

The teacher's primary role in training and supervising a paraprofessional was defined and practiced as the team manager. The teacher indicated that the paraprofessional works beside the professional and together they manage the classroom. Collectively the

professional and paraprofessionals formed an effective team. The participants comprised an effective team as there was present advanced planning, regular review during the conferences, and constant communication in the classroom.

The overall element of management that conceptualized the professional's perspective was a team approach. The teacher and paraprofessional considered themselves as interdependent. Both professional and paraprofessional respected and acknowledged each other's influence in the classroom. The teacher's approach to training and supervising a paraprofessional was by having him/her blend in with the team and learn to complement one another. This philosophy included the belief that no one individual possessed all the expertise and each individual had strengths and weaknesses. The teacher's management concept included a reciprocal working relationship.

The teacher developed this management process because the traditional concept of the teacher as leader or boss did not work for him in the past. In this new model, everyone is responsible for the whole and takes initiative to see that problems are dealt with and objectives met. This could be incorporated in preservice and inservice for students and teachers whereby the Manager-Developer concepts could be tried and tested in the classroom, discussed, redefined and an effective workable model developed.

The elements of training that the professional utilized in training a paraprofessional included: modeling, reinforcing, feedback, coaching on the job, written instructions, role playing, and charting with comments. These training activities could be analyzed and

practiced in preservice, inservice, professional development activities, or implemented and coached in the classroom by a Master teacher or peer teacher.

Written instructions, charts, and posters provided an additional visual means for the paraprofessional to be trained. The paraprofessional could verify techniques with the chart or handout if they were unsure of correct procedures. Since learners are both auditory and visual these charts complement the coaching and feedback provided by the professional.

Role-playing assisted the paraprofessional to better understand the needs of the handicapped student. Role-playing could be implemented at the preservice, inservice, and at professional development activities, as a means for training paraprofessionals or professionals to understand and empathize with the students in their classes.

Elements of management that the teacher utilized in the classroom included: team approach, joint conferences, individual conferences, feedback, praise, redirection, mentor to his staff and annual evaluation of the paraprofessional. Joint conferences provided the teacher a method of bringing the team together to go over weekly plans, develop and review schedules, share information regarding student progress, discuss any problems in the class, or discuss new strategies for students. The conferences were informal in approach, but planned carefully by the professional.

The researcher observed the importance of the human relations or group process skills as equally important as the task-oriented component. These group process skills included:

1. Team ownership
2. Listening
3. Clarifying
4. Participation
5. Responsibility for self
6. Group orientation
7. Understand and appreciate individual differences

It is feasible that these group process and human relations skills could be added to the curriculum in Teacher Education at the preservice level. Training in communications and team building appeared significant for teachers who have the responsibility of managing paraprofessionals.

Individual conferences were used by the teacher to monitor the progress of students and paraprofessionals. Appreciating individual differences in paraprofessionals assisted the teacher in gaining support from his paraprofessional.

An additional role the teacher assumed in this classroom was a mentor for his paraprofessional. The mentor, like the role model, demonstrates how an activity is to be performed and can enhance the learning experiences. Therefore in addition to being a role model, Bill acted as a guide, tutor or coach.

Inferences from the study included that any needs assessment or other forms of self-analysis must give attention to the provision of

feedback from others. Thus, the evaluation form was another method of providing feedback to the paraprofessional.

The roles identified and described are specifically intended to aid the professional in understanding the other role functions a teacher assumes when paraprofessionals are employed. This awareness and insight into the additional role functions should lead to improved effective use of paraprofessionals. It is feasible at both the preservice and inservice levels to provide training to students and teachers in methods of working with paraprofessionals. This training should be practical and based on effective methods that are already practiced in the classroom and supported by research. A management model used as a guide could assist the teacher in training and supervising paraprofessionals in the classroom. The study illustrated how training and supervising paraprofessionals can be accomplished by using a management process. Educators may learn from business and industry a process to more effectively train and supervise paraprofessionals that they are responsible for in the classrooms.

It is crucial that a beginning teacher entering a classroom, with paraprofessionals assigned to him/her, receive training in effective methods of training and supervising paraprofessionals. Kiser (1981) suggested that teachers could be trained by (a) being an aide, (b) observing, (c) taking courses, (d) at the preservice level, (e) at the inservice level, and (f) learning on the job. It is the suggestion of the researcher that the actual identification and description of the roles of the teacher in training and supervising a paraprofessional may assist in this training.

Implications for Further Studies

The study encompassed only one special education classroom with one special education teacher. Additional studies are necessary to analyze practices that were evident in the classroom. Following this study the following questions are asked:

1. Would the training and supervision in another disability area, other than severely multiply impaired, be quite different for another special education teacher with paraprofessionals?

2. Would another classroom in this same school utilize the same or similar techniques in training and supervising paraprofessionals?

3. How would additional studies from another county or state compare/contrast with Spartan I. S. D.?

4. What process or management models do other special education teachers utilize in training and supervising paraprofessionals?

5. If training in working with paraprofessionals was implemented at the preservice level, would the effectiveness of the professional, with this additional responsibility, be enhanced? Thus, a study of a teacher with training in a management process, prior to employment, would add insight into training and supervising paraprofessionals.

6. What should be contained in teacher education programs at the preservice level to effectively prepare students to utilize paraprofessionals in the classroom?

7. What should be included in a proposed inservice for orienting and training teachers to work with paraprofessionals?

8. What should comprise a proposed inservice for orienting and training paraprofessionals who are employed in classrooms?

9. Should programs training regular and special education teachers at the preservice level be similar or different?

Summary

This chapter responded to the six research questions in terms of data gathered over a seven month period in one special education classroom. Interpretations by the teacher and paraprofessional were checked against practices evident in the classroom. To assure validity the ethnographic research cycle was utilized seven times to identify and describe the roles of a special education teacher training and supervising a paraprofessional.

Conclusions and implications of the study were expanded. Additional follow up studies with questions as they related to this study were enumerated.

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APPENDICES

APPENDIX A

SPARTAN INTERMEDIATE SCHOOL DISTRICT*

JOB DESCRIPTION

DIVISION SPECIAL EDUCATION JOB TITLE Paraprofessional - SXI

CATEGORY Non-certified

I. Requirements

A. The aide SXI (Job Title) must possess the following qualifications:

1. Education and/or certification:

High School Graduate

2. Experience:

Minimum of 2 years of successful experience as an aide in a program serving the mentally and/or physically handicapped.

3. Other:

B. Policy requirements (direct from specific categorical evaluations)

The aide SXI (Job Title) must:

1. Adhere to all master agreement, district, and/or building policies regarding

*Any name used in this study is fictitious.

a) attendance
b) business procedures
c) student discipline
d) safety
e) obtaining parental permission
f) personal appearance

2. Attend, on time, all required meetings and inservice programs.

3. Follow administrative or subordinate directives — verbal and/or written.

4. Maintain confidentiality.

5. Not extend allotted breaks and/or lunchtime.

II. Job Performance

A. Communications and Interpersonal Relationships

The aide SXI (Job Title) is expected to consistently

1. Communicate clearly and accurately when writing and speaking.

2. Communicate student concerns to appropriate

a) superordinate
b) other school personnel

3. Follow directions of superordinate

B. Management and Organization

The aide SXI (Job Title) is expected to consistently

1. Complete assignments accurately, on time, and without constant supervision.

2. Assist other personnel as needed.

C. Application of Job Knowledge

The aide SXI (Job Title) is expected to consistently

1. Make correct decisions in solving problems.

2. Demonstrate skill in assisting students to meet objectives and in utilizing educational equipment, materials and resources.

3. Provide positive reinforcement to students.

4. Assist in the maintenance of an environment that is conducive to student learning.

5. Meet specific performance objectives developed jointly with immediate superordinate.

III. Specific requirements for aide SXI (Job Title) are

PROGRAMMATIC

1. To maintain calmness and control under difficult and stressful emergency situations.

2. To assist in record keeping and data collection.

3. To follow prescribed building emergency procedures for tornado, fire, death, acute illness, oxygen therapy, code blue and abuse/neglect.

4. Adhere to established administrative policy/procedures in dealing with inappropriate maladaptive behaviors.

5. Assist the teacher in developing realistic goals for students.

6. Assist the teacher in planning activities to develop individual student performance objectives.

7. To care for the necessities of each student

   a) Self-care
   b) Adaptive
   c) Cognitive
   d) Medical

OTHER REQUIREMENTS

1. To demonstrate accepted ethical standards of professional conduct in communicating with all district personnel.

2. To attend all required programmatic staff meetings and be prompt.

3. Utilize a variety of materials and equipment to enhance each student's learning experience.

4. Be flexible and perform other duties as assigned for transportation, lunch, sanitation and safety.

Reproduced: Spartan I.S.D. (1985)

APPENDIX B

SPARTAN INTERMEDIATE SCHOOL DISTRICT*

JOB DESCRIPTION

DIVISION SPECIAL EDUCATION JOB TITLE Teacher of Severely Multiply Impaired - (SXI)

CATEGORY CERTIFIED

I. Requirements

A. The Teacher (SXI) (Job Title) must possess the following qualifications:

1. Education and/or certification:

Valid Michigan Teaching Certificate with one of the following Special Education Endorsement: SA "Mentally Handicapped"

SL "Education of the Deaf"

SK "Education of the Blind"

SC "Crippled or Otherwise Physically Handicapped"

2. Experience:

Be recommended for a teaching certificate/endorsement which constitutes full approval in one of the above special education areas by an institution of higher education, signifying completion of a teacher education program.

*Any name used in this study is fictitious.

B. Policy requirements (direct from specific categorical evaluations)

The Teacher (SXI) must:
(Job Title)

1. Adhere to all master agreement, district, and/or building policies regarding

   a) attendance
   b) business procedures
   c) student discipline
   d) safety
   e) obtaining parental permission
   f) personal appearance

2. Attend, on time, all required meetings and submit, on time, required reports.

3. Maintain student records, student objectives, and security and inventory of equipment and materials according to identified system.

4. Follow administrative directives -- verbal and/or written.

5. Safely supervise students during contact hours.

6. Maintain confidentiality.

II. Job Performance

A. Communications and Interpersonal Relationships

The Teacher (SXI) is expected to consistently
(Job Title)

1. Communicate clearly and accurately when writing and speaking.

2. Communicate student concerns to appropriate

   a) administrator
   b) other school personnel
   c) external personnel

B. Management and Organization

The Teacher (SXI) is expected to consistently
(Job Title)

1. Complete assignments accurately, on time, and without constant supervision.

2. Use a written instructional plan and operate an organized program according to identified system.

3. Know whereabouts of students at all times.

4. Recommend tool, equipment, material and resource purchases.

5. Supervise subordinates as assigned.

C. Application of Job Knowledge

The Teacher (SXI) (Job Title) is expected to consistently

1. Make correct decisions in solving problems.

2. Demonstrate skill in assisting students to meet objectives and in utilizing educational equipment, materials and resources.

3. Provide positive reinforcement to students.

4. Maintain an environment that is conducive to student learning.

5. Update instruction, program objectives, courses, curriculum and instructional materials according to identified system.

6. Practice principle of "how people learn" when teaching.

7. Meet specific performance objectives developed jointly with immediate supervisor.

III. Specific requirements for Teacher (SXI) (Job Title) are

PROGRAMMATIC

1. To develop performance objectives (P.O.) for each short range instructional objective (I.O.) in accordance with the Michigan State Board of Education's "A Resource Guide to Developing Annual Goals, Short Term Instructional Objectives and Performance Objectives".

2. To submit P.O.'s for each student to program supervisor or designee for review and approval within 30 calendar days of each I.E.P.C.

3. To develop a system of recording each student's responses to each P.O. a minimum of one time per week.

4. To orchestrate initiative and creativity in the instructional programming for students following completion of required I.E.P./P.O. programming.

5. To document each emergency, accident, or illness on approved form and submit to the school nurse and/or building supervisor.

6. To adhere to established administrative policy/procedures in dealing with maladaptive behaviors including recording of data as specified on the individual treatment plan.

7. To follow prescribed building emergency procedures for tornado, fire, acute illness, and abuse/neglect.

8. To maintain calmness and control at all times.

9. To provide all instructional materials and knowledge of proper use of subordinates for implementing and monitoring performance objectives.

EVALUATIVE

1. To complete all preparatory assessments and staffing forms in advance of the annual educational evaluation date including the BISD curriculum assessment, staffing report, and specific IEP goals and objectives for the IEPC. (All required reports.)

2. To assist in the evaluation of all non-certified personnel through prudent supervision based upon a management-by-objective framework.

COMMUNICATIVE

1. To demonstrate accepted ethical standards of the profession in maintaining a high level of rapport with CRCDD and BISD program personnel and parents/guardians.

2. To notify the office of the program supervisor of all clothing, laundry, meals, special diets, transportation needs, medical authorizations for student participation, and other program details essential for student participation in the school program.

3. To maintain open lines of communication with non-certified staff.

Reproduced: Spartan I.S.D. (1985)

APPENDIX C

First Interview Set
Teacher

1. How many years have you been teaching? (Date for verification)

2. For how many years have you had paraprofessionals in your classrooms? (Date for verification)

3. Did you have any problems the first year that you had paraprofessionals in your classroom?

4. Do you have problems now with the paraprofessionals in your classroom?

5. Are your paraprofessionals a big help to you?

6. What are the three primary duties your paraprofessionals perform daily?

7. How do you instruct your paraprofessionals? (Probe for additional data and clarification)

   a) For example verbal instruction?
   b) Modeling--example--seeing it performed by the teacher?
   c) Written hand-outs?
   d) Conferences regarding instruction?
   e) Individually (these were used as probes)?

8. Did you have any training in college in how to work with and instruct paraprofessionals?

9. Describe to me your role as a special education teacher.

10. If you had none, would training have helped? How?

11. What would you recommend to the colleges that they teach regarding the training and guiding of paraprofessionals?

Nov. 12, 1984

APPENDIX D

Second Interview Set

Teacher

1. How would you define and describe your role in supervising -- expand on this -- are you a leader? (For verification of notes and clarification of self-management and self-discipline)

2. I've noticed that special attention is given by everyone in the classroom to the charts and comments. Is this important? Why? How do you use the charts and comments? (For clarification and verification of notes)

3. How do you use your morning conferences? For what purpose? (Verification of observational notes and non-structured interviews)

4. Would you describe the aide's role as one who is a member of a team, but who works under the direct supervision of the special education teacher? (For similarities or differences between Boomer's (1980) description of the aide's role)

5. Describe and define your role in training a paraprofessional? (For clarification of notes)

   a. Is training an important part of your responsibilities?

   b. Why don't you just tell the aide what to do instead of demonstrating?

   c. I've noticed that you "coach" your paraprofessionals on the job. Why? Expand on this.

   d. What are some areas you train your aides in? (Verification of observational notes) How do you do this?

6. Why did you go along with the aide's suggestion not to rotate when you indicated it was a good method?

7. How have you changed in regards to working with aides?

   (For additional data as he stated earlier that he had problems with aides in his classroom and could lead to new perspectives)

January 15-20, 1985

APPENDIX E

Third Interview Set
Teacher

1. I've only observed two incidents of reprimands. Is this true? Is there a reason for this?

2. The One Minute Manager includes reprimanding -- do you actually follow that? (For clarification and verification as it appeared he did not)

3. I've noticed a special relationship between yourself and the paraprofessionals as not only a manager, but a friend and mentor. Is this true? Does this help or hinder you in training and supervising?

4. Praise and positive feedback appear very important in the classroom — is this true? Can you expand on this?

5. It seems that your management model from the One Minute Manager takes in both training and supervising. Is this correct? Would you expand on this? (Verification of data)

6. The paraprofessionals accepted your suggestion to rotate one day a week. Why didn't you suggest going back to the original rotation schedule?

7. I observed that you indicted on the paraprofessional's evaluation for her to praise and reprimand. Why?

8. Training in communications and team building appeared as important competencies for you while managing paraprofessionals. Is this true? Would you expand on this? (Verification of analysis)

9. I've noticed that you work to develop management responsibility in paraprofessionals — it appears that while developing the strengths of your aides this helps them work in to the team approach. Is this correct? Would this be easier to do outside of the classroom?

10. Is it true that professional teachers should receive training in the management of paraprofessionals within special education systems? Would this have helped you?

March 22-29, 1985

APPENDIX F

First Interview Set

Paraprofessional

1. Describe the teacher you are presently working for. (For verification, clarification, and new perspectives)

2. Describe your roles in the classroom.

   a. Do you perform all the same activities as the teacher?

   b. What are some things that you do that the teacher doesn't perform?

   c. How do you spend most of your time?

   (For additional data, clarification and verification)

3. Is your role much different than the teacher's? In what ways is it different? (For verification of notes)

4. Is your role similar to the teacher's? In what ways is it similar? (For verification of notes)

5. Has your role as a paraprofessional changed since you were first hired? How? (Earlier she mentioned this to the researcher)

6. Would you describe skills that paraprofessionals need in working with teachers in the classroom? (For clarification and verification of observational notes and non-structured interviews)

7. What are the morning conferences used for? For what purpose? (For additional data, clarification, and verification)

8. Does the teacher train you?

   a. What has he trained you in?

   b. How did he go about this training?

   (For verification of notes and non-structured interview with the teacher)

9. Does the teacher supervise you?

   a. How does he actually supervise you?

   b. How does he monitor your work?

   (For clarification and verification of notes)

10. When you were first hired who trained you? How? (For additional background data, clarification, and probing for new perspectives in the study)

October 14-18, 1984

APPENDIX G

Second Interview Set

Paraprofessional

1. After the team stopped rotating and working with two students, how did it go? Was this a better method? Why or why not?

   a. The teacher suggested rotating one day a week again. Did you agree?

   b. Did you anticipate going back to partial rotation? Why or why not?

   (For additional data, verification and clarification of notes)

2. I've noticed that your suggestions are put into practice many times when the teacher needs new ideas. Is this true?

   a. Does this happen often or seldom?

   b. Are you comfortable in providing suggestions to the teacher?

   (For clarification and verification of notes)

3. Did you agree with your evaluation?

   a. What did you agree with?

   b. What didn't you agree with?

   (For clarification and verification of notes)

4. What should be changed in regards to the evaluation of paraprofessionals? (Probe)

5. Do you feel that you could benefit from additional training as a paraprofessional? (Probe)

   a. What should this training consist of to be of value to you?

   b. Should this training be in the classroom -- on the job training?

6. If you were the teacher what would you do differently in training or supervising paraprofessionals? (Probe and for verification of notes)

   a. What methods would you keep as they are effective?

   b. A team approach is evident in the classroom -- do you agree with this approach? Why?

7. The teacher recommended that you read and follow the One Minute Manager. Do you think this is a worthwhile approach? Why or why not?

8. The teacher recommended that you praise and reprimand as the situations arise.

   a. Do you praise and reprimand now on the job? Why or why not?

   b. What if you read and don't agree with the One Minute Manager? Will you still follow it? Would you tell the teacher that you didn't agree?

   (Verification of reciprocal feedback in observation notes and non-structured interviews)

March 22-29, 1985

APPENDIX H

THE ETHNOGRAPHIC RESEARCH DESIGN CYCLE

TOPIC-ORIENTED ETHNOGRAPHY:

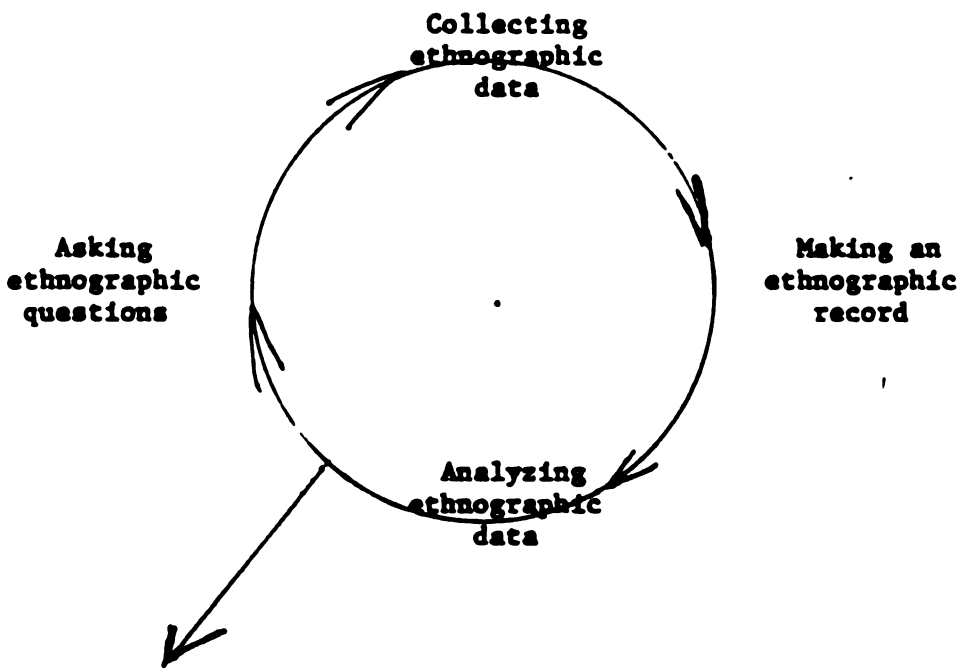
CASE STUDY:

Teacher

Paraprofessional

TRAINING

SUPERVISION



The research cycle will be repeated a minimum of seven times to discover prominent trends and patterns in training and supervision by the special education teacher of the paraprofessional assigned to him. This cycle will continue until consistent patterns and linkages are identified.

Reproduced: Participant Observation (1980)
James P. Spradley

APPENDIX I

Ethical Principles

In 1971, the Council of the American Anthropological Association adopted a set of principles to guide ethnographers when faced with conflicting choices. These Principles of Professional Responsibility had as their preamble that ...in an area of such complex involvements, misunderstandings, conflicts, and the necessity to make choices among conflicting values are bound to arise and to generate ethical dilemmas. it is a prime responsibility of anthropologists to anticipate these and to plan to resolve them in such a way as to do damage neither to those whom they study nor, in so far as possible, to their scholarly community (Spradley, 1980). The following ethical principles are those that the majority of fieldworkers abide by in their research.

1. Consider the informants first:

   The researcher made inquiries regarding the concerns and interests of the informants, and when choices were made, their concerns were considered first.

2. Safeguard the informants' rights, interests, and sensitivities:

   All information had the protection of saying things "off the record" that never found their way into the researcher's notes. No personal or non-relevant comments were included in the data analysis.

3. Communicate research objectives:

The participants had a right to know the researcher's goals and objectives.

4. Protect the privacy of informants:

Informants have a right to remain anonymous. The researcher secured permission from all parties involved to conduct the study. Full confidentiality has been guaranteed. Future publications will not identify the location by name so as to add to the confidentiality of the participants. Also, for the sake of anonymity, the researcher used fake names for the participants studied. The researcher maintained as a priority that any notes taken in the presence of the participants is of such a nature that she would not object to the participants seeing them.

APPENDIX J

Classroom Equipment

Identification and Description by the Teacher and Researcher

1. Sidelyer: A padded two piece hinged board with two padded straps and a front square padded brace, adjustable to student size. A student is placed on his side between the adjustable brace and the hinged back. Both pieces are wedged together to hold and keep the student straight at the hips. Straps are used for the chest and knees in order to keep them straight. A pillow is used to support the head. This equipment is used for scoliosis patients in order to prevent further deterioration of the spine.

2. Scooterboard: A padded board on wheels that is used to allow mobility to the student while face down, through the use of his arms. This equipment strengthens the neck, arm and back muscles. Used face up, the student uses it for mobility by pushing it with his legs and feet. It is also used by staff while pulling student for vestibular stimulation.

3. Standing Table: A padded board on wheels with a foot plate and crank. It is approximately six feet long and three feet wide. Three straps are used for supporting the chest, hips and knees. Once the student is secured face up on the table he/she is cranked to an upward (standing) position: positioned at different tolerable degrees for each student who needs this. It is used to stretch and strengthen legs and weight bearing. (After three years of work by one student on this equipment, he bore his arm weight for the first time and his contracture of his legs have improved one hundred percent.)

4. Tilt Table: A padded adjustable device similar to the standing table except that it tilts forward and the student is placed face down and then is raised to tolerable degrees. There are adjustable side pads to hold the student and an attached tray for other activities or play items. There are foot plates that are adjustable and strapped to secure the student and rotate ankles and feet to proper form.

5. Trampoline: Two trampolines in the classroom -- one approximately three feet square and the other six feet by four feet. They are used for vestibular stimulation by bouncing the student in them.

6. Swings: There are three kinds. They are used for vestibular stimulation, calming, exercise and "fun". There is a sitting position swing, a hammock net swing, and a board swing, which is a flat board held by four corner ropes that meet at an apex above. The student can be sitting, laying, or face down on the board swing. Using the board swing the student can be swung in all directions and spun around. Caution is sued to do these gently especially with seizure students.

7. Prone Board & Wedge: Both devices are used with the student face down and for back and neck strengthening. It is also sometimes used on a student for hip extension. The prone board is similar to the tile table except that it doesn't lift or adjust to a standing position.

8. Walker: This device is adjustable metal, shaped similar to "A frames", attached across by several bars and there are handle grips. The use of a walker is to encourage balance and walking.

9. Shoulder Strap Chair: An adjustable chair with shoulder and chest straps, and a hip strap to help support and position a student for table top activities. It helps in long sitting by extending the legs and stretching the hamstrings.

10. Bolster: There are four in a variety of sizes and textures. The two main purposes are:
Prone rocking on the chest for achieving back and neck strength, beginning position of a four point stance (hands and knees position), massage of the abdomen and exercise in rocking.
Straddling -- riding it similar to a horse to stretch legs and hip and to discourage hip dislocation. (Leg strength and balance in all directions)

11. Bolster Chair: This is a bolster that is on wheels with a tray. The student straddles the bolster and it is used as a body walker. The use of the legs by the student pushing it back or forward for mobility and leg strength and a sitting supportive position for activities.

12. Switches: These are environmental electronic devices which are devised for the student to best manipulate, in order to independently activate his environment or communicate a need.

APPENDIX K

STUDENT Christy DATE March 19, 1985

GOAL: To improve her grooming skills

SHORT TERM INSTRUCTIONAL OBJECTIVE: Christy will become more independent in all areas of grooming skills.

PERFORMANCE OBJECTIVE (Skill to be learned)	METHODS--LESSON PLAN (Conditions under which skill must occur)	MEASUREMENT (Criterion)
1. Christy will do the sequence of hand washing with one physical prompt per step.	1. Christy will be at a sink, turns water on, puts soap on hands, rinses and wipes dry. Give verbal ones where needed with one physical prompt.	1. 75% of all recorded trials over a period of 10 school days.
2. Christy will do the sequence of tooth brushing with one physical prompt per step.	2. Christy will find her toothpaste and brush marked with grooves from two other brushes - toothpaste is put on with physical help (hand over hand). She then brushes and drinks independently.	2. (Same as above)

STUDENT Christy DATE March 19, 1985

GOAL: To improve Christy's communication skills.

SHORT TERM INSTRUCTIONAL OBJECTIVE: Christy will become more aware of her environment and herself as a person using a communication tray.

PERFORMANCE OBJECTIVE (Skill to be learned)	METHODS--LESSON PLAN (Conditions under which skill must occur)	MEASUREMENT (Criterion)
1. Christy will show the difference between left and right through positioning, directional and/or body parts.	1a. Having traced her hands on felt or cardboard and a puzzle is made she will place her hands correctly in the puzzle space when asked "put your _____ hand on the puzzle" independently.	1a. 75% of all recorded trials over a period of 10 school days.
	1b. When asked to pick an object that is on her _____ hand she will do so independently.	1b. (Same as above)
	1c. When asked to point to her _____ eye, ear, leg or raise your _____ arm/hand she will do so independently.	1c. (Same as above)
	1d. While walking she will be given a command to turn to her _____ hand and walk. She will do so independently.	1d. (Same as above)
2. Christy will identify objects by name or by function.	2. Christy will wipe her face when asked "What do you do when your face is dirty?" Christy will brush her teeth when asked "What do you do when your teeth are dirty after lunch?"	2. (Same as above)

STUDENT Christy DATE March 19, 1985

GOAL: To improve Christy's communication skills.

SHORT TERM INSTRUCTIONAL OBJECTIVE: Christy will become more aware of her environment and herself as a person using a communication tray.

PERFORMANCE OBJECTIVE (Skill to be learned)	METHODS--LESSON PLAN (Conditions under which skill must occur)	MEASUREMENT (Criterion)
	Christy will give you the objects named: fork, plate, spoon, cup, coat, shirt, pants, shoe, sock, underwear, nut, washer, bolt, square, circle, doll, car, toothbrush, toothpaste.	
3. Christy will increase the frequency of standing up to indicate her wanting her communication board.	3. Staff will give her the language tray every time she stands up and she will pick from it what she wants.	

STUDENT Christy DATE March 19, 1985

GOAL: To improve Christy's fine motor, eating and dressing skills.

SHORT TERM INSTRUCTIONAL OBJECTIVE: Christy will become more independent in all three skill areas.

PERFORMANCE OBJECTIVE (Skill to be learned)	METHODS—LESSON PLAN (Conditions under which skill must occur)	MEASUREMENT (Criterion)
1. Christy will use her left hand to guide food to her spoon, with unlimited prompts.	1. Christy will keep her left hand on the side of her plate while eating and will guide food onto her spoon or fork with the use of the thumb and index finger only. By jabbing partially cooked carrots or beets with a fork, or small pieces of her lunch.	1. 75% of all recorded trials over a period of 10 school days.
2. Christy will pour her milk with little spillage with only one physical prompt.	2. Putting the opened milk carton in her right hand to pour into the glass that is in her left hand keeping her index finger inside the glass.	2. (Same as above)
3. Christy will unzip her coat and find the loop in her collar to hang her coat on a hook with one physical prompt.	3. A chain loop is to be put in her coat collar. Guidance to the hook is given so that she is touching the hook.	3. (Same as above)
4. Christy will put on her pants or shirt correctly recognizing front and back.	4. An object (i.e., small button or cloth) is sewn in the back of her clothes to indicate the back from the front. She is to find that object and then place the clothing on independently. (In case of a shirt with a picture on the front, then this is used as her guide.)	4. (Same as above)

STUDENT Christy DATE March 19, 1985

GOAL: To increase flexibility and mobility in gross motor activities in classroom and P. E. activities.

SHORT TERM INSTRUCTIONAL OBJECTIVE: Christy will increase her flexibility and tolerance in these selected activities.

PERFORMANCE OBJECTIVE (Skill to be learned)	METHODS--LESSON PLAN (Conditions under which skill must occur)	MEASUREMENT (Criterion)
1. Christy will find a specific place by following a particular noise while involved in a dual activity.	1. Christy will push a cart to the classroom or to the home ec room by following a particular audible sound (i.e., persons voice, audible beeper, a familiar record) independently.	1. 75% of all recorded trials over a period of 10 school days.
2. Christy will march to music in the classroom independently for two songs.	2. A staff person will invite Christy to march to the music being played (mod marching tape preferred) and will use minimal guidance so that she doesn't trip on any objects.	2. (Same as above)
3. Christy will maintain her balance and use righting reflexes.	3. While on a large bolster straddling, Christy will hold her balance for <u>two minutes</u>, <u>independently</u>.	3. (Same as above)

APPENDIX L

Charting and Comments

LESSON CHART - SCHEDULE - COMMENTS

Student right handed, seizures, walks with unsteady gait uses wheelchair to support

Prepare items for table activities with token board (T. Th. swim)

Arrival
1. Coat off independently
2. Goes to shop: give M&M's to Helen (1 earned for shop)
3. Table activities with 4 other tokens, 5 earned = reward (e.i. cookie, juice)

		Date Mon. Tue. Wed. Thu. Fri.	Date	Comments
A.	Deodorant and shirt indep. (D.2.3.4) Recognizes front & back			
B.	Shapes matching: squares			
	circles			
	triangles			
C.	Color matching: red (e.i. pegs, balls, or beads)			
	yellow			
	green			
	blue			
D.	Object recognition: Puzzles			
	Bird			
	Cat			
	Apple			

2 out of 3 trials

Optional
E. Bolt & nut board assemble or disassemble
F. Puzzles

Independently Assist Partial Independence

A very brief summary of

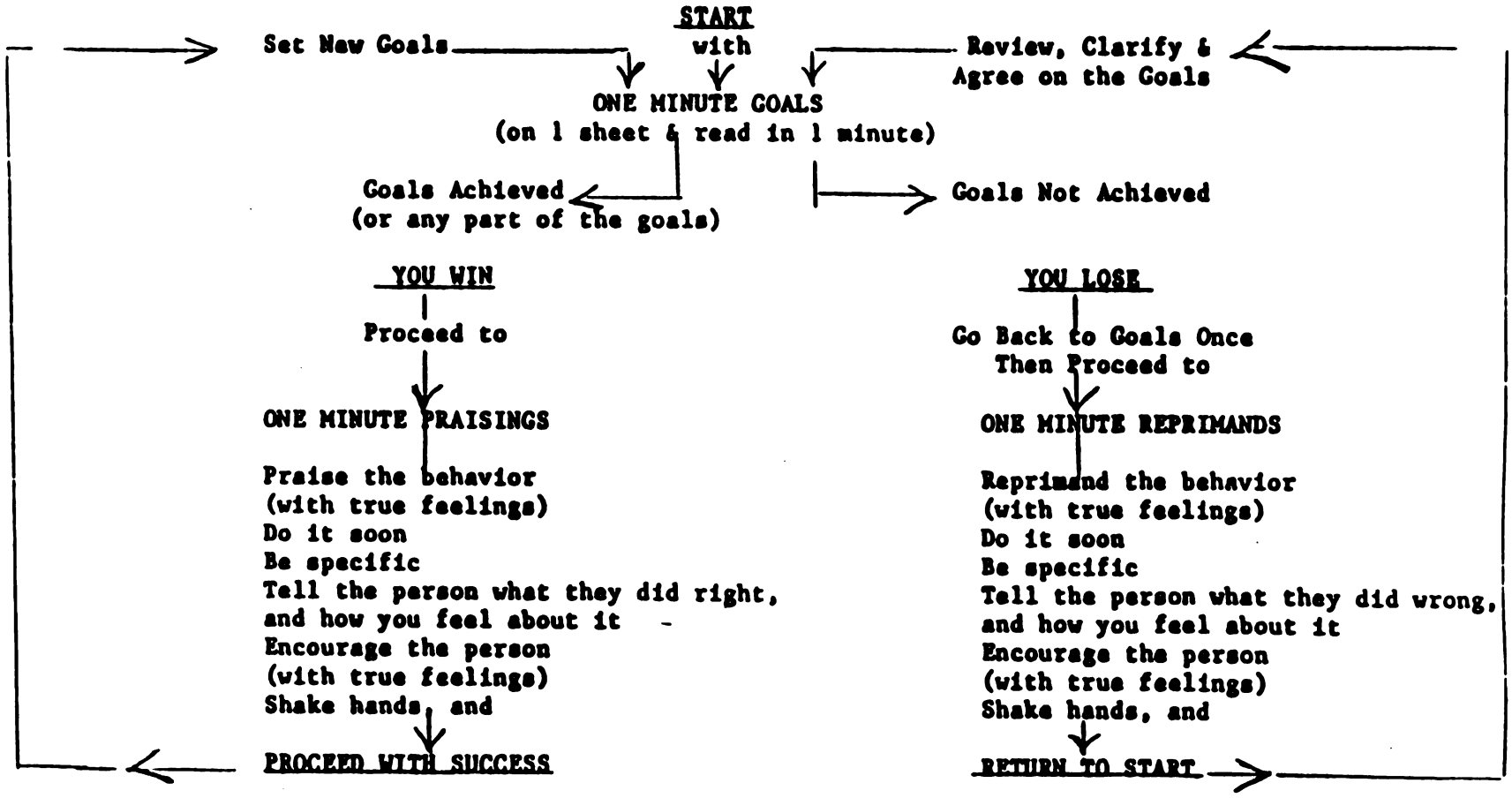
THE ONE MINUTE MANAGER'S "GAME PLAN"

How to give yourself and others "the gift" of getting greater results in less time.

SET GOALS; PRAISE & REPRIMAND BEHAVIORS; ENCOURAGE PEOPLE;

SPEAK THE TRUTH; LAUGH; WORK: ENJOY

and encourage the people you work with to do the same as you do!



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Kenneth Blanchard, Ph.D.
Spencer Johnson, M. D.

APPENDIX N

ROTATION SCHEDULE

_____ Month _____ Week

Students	Home #1	Home #2	Home #3	Home #4
A & B	Janie	Bill	Carol	Helen
C & D	Helen	Janie	Bill	Carol
E & F	Carol	Helen	Janie	Bill
G & H	Bill (Teacher)	Carol	Helen	Janie