

It became evident that the problem of defining and redefining one's own role was only one aspect of the challenge. An even more important task was defining, understanding and accepting the role of the person with whom one was to work. This was equally true of professionals and auxiliaries as they entered into a new, sensitive and complex relationship. In fact, one of the insights gained from the demonstration programs was that many of the doubts and concerns could have been avoided if there had been adequate specification of roles and functions prior to the operation.

In those programs where these possible difficulties were discussed by school administrators, university representatives and community leaders in pre-planning sessions, the problems were either ameliorated or prevented. Usually, only the unexpected proves disastrous.

PRELIMINARY RECOMMENDATIONS

In essence, the experiences in the 11 demonstration programs which were operating during the summer of 1966 seemed to indicate that it is not likely that the desired outcomes from the utilization of auxiliary personnel in a given school situation would be realized unless certain pre-conditions to their use were established, so as to avoid or resolve some of the difficulties listed in the preceding section.

Specific recommendations are presented below, based on the experiences, thus far, in role development and training demonstrations. The recommendations refer to all types of auxiliaries, not merely to those from low-income groups.

1. Role definition and development

That role specifications and prerogatives of auxiliaries be clearly defined, in order to prevent either their *underutilization* by unconvinced professionals, or their *overutilization* by harried administrators faced by manpower shortages.

That the functions of individual auxiliaries and of the professionals with whom they work be developed reciprocally in terms of the dynamics of each specific situation.

That role *definition*, which gives security, be balanced with role *development*, which gives variety and scope to the program.

That the whole range of teaching functions be re-examined, so as to identify those which might be performed by nonprofessionals such as monitorial, escorting, technical, clerical, and the more important functions directly related to instruction and to home-school relations.

That teaching functions be further examined to identify the more complex and highly professional functions which should be performed by a teacher alone, such as diagnosis of the learning needs of pupils, planning programs to meet these needs, and orchestrating other adults in the classroom in the execution of such programs.

2. Training

a) Preservice

That there be preservice training of auxiliaries to develop communication skills and other concrete skills as well as the basic understandings needed for success during their first work experience, thus bolstering self confidence and encouraging further effort.

That the training be differentiated to meet the special needs and characteristics of each group, considering such variables as the age of the trainees and the levels (elementary, middle or secondary) at which they are being trained to work.

That there be orientation of both the administrators and the professionals with whom the auxiliaries will be working, including an opportunity for the expression of any doubts or fears which may exist, and for consideration of the new and challenging leadership role of the professionals vis-a-vis the nonprofessionals.

That institutes for administrators, teachers and auxiliaries be conducted, where a sound approach to collaborative education can be developed.

That a practicum be included in all preservice training—i.e. a field teaching experience where professionals and nonprofessionals try out and evaluate their team approach, under the close supervision of the training staff.

That training of trainers and supervisors be provided.