ABSTRACT
        A training seminar in the use of media (primarily
videotape) was conducted by the Southern Regional Media Center for
the Deaf in July 1971 for directors of 40 early childhood centers.
The following were representative goals of the program: (1)
familiarize institute participants with various form of media
equipment, (2) provide an opportunity to practice using some of the
equipment, (3) expose the participants to model dissemination
programs, (4) demonstrate two or three programs, already using media
for instructional purposes, (5) demonstrate how to use television to
diagnose children's performance and to evaluate a program, and (6)
expose participants to creative uses of media with normal children.
Seminar proceedings were evaluated in terms of progress made toward
each goal. Uses of media related to affective and cognitive
instructional goals, dissemination packages, program evaluation, and
preservice and inservice training which were discussed during the
institute were summarized. Results of an opinionnaire given before
and after the institute to assess changes in attitudes were
tabulated. Appendixes include forms inviting directors to the
institute and soliciting data on priority needs of program directors,
questionnaire responses, program schedules, and a roster of institute
participants, consultants, and staff. (GW)

SUMMARY OF PROCEEDINGS: A REPORT

INSTITUTE ON MEDIA FOR THE VERY YOUNG HANDICAPPED CHILD

July 19 - 23, 1971

Conducted by
Southern Regional Media Center for the Deaf
Department of Special Education and Rehabilitation
College of Education
University of Tennessee, Knoxville

ACKNOWLEDGMENTS

For their help in arranging and conducting this special media con-
ference, I should like to recognize these members of my staff: Doris
Caldwell, who served as coordinator for SRMCD in the planning stages
and editor of this report; Roger Perkins, who designed the opinionnaire
and scored the pre- and post-administrations (see Section IV); Judy
Graythen and Lewis Butler, Media Specialists who conducted the hands-on
laboratory sessions and the field-trip experiences; Jim Llewellyn and
Harold Roberts, electronics and production specialist who provided
technical assistance for all presentations; and Bette Leonard, whose
many secretarial duties in connection with the institute culminated in
the typing of this report.

To conduct the special semimar for early childhood educators simul-
taneously with an ongoing six-weeks institute for educators of the deaf
was not an easy task, and I am grateful for the competent assistance of
my excellent staff at the Southern Regional Media Center for the Deaf.

William D. Jackson
SRMCD Director & Associate Professor
   of Special Education
The University of Tennessee, Knoxville

FOREWORD

With growing awareness that the rate of learning during the rela-
tively unplanned preschool years may well exceed that of the later
years of formal schooling, early education is no longer viewed as a
custodial function or even as a downward adaptation of procedures for
older children, but as a wholly new foundation for the teaching/learning
process. For the handicapped, early education is particularly crucial.
Dr. Edwin Martin, Associate Commissioner of USOE's Bureau of Education
for the Handicapped, declared that "more than half . . . can have their
handicapping conditions lessened--or, in many cases, prevented--if they
receive appropriate educational and related services at an early age."
Thus, a new spirit of urgency in special education has sparked young
handicapped children. Media offers many opportunities for expanding
the learning environment, for capturing attention and maintaining inter-
est, for encouraging participation and response, for making teaching--
and learning--fun.

This report describes a pilot leadership training seminar conducted
by the Southern Regional Media Center for the Deaf in July 1971 and
enrolling directors of early childhood centers funded by USOE's Bureau
of Education for the Handicapped. The summary and recommendations
growing out of the one-week institute have been delineated by
Dr. Nicholas Anastasiow from his vantage point as Institute Coordinator
representing early childhood education.

Major credit for the Institute's success and hoped-for continuing

impact goes to the 22 model center directors or representatives who came to the University of Tennessee to share their experiences and successes with media, as well as their concerns and problems which might be met through media applications. Special thanks also go to the consultants and demonstrators and to the two local centers which opened their doors for the hands-on practicum: the East Tennessee Children's Rehabilitation Center and Sunshine Center for the Handicapped. SRMCD and its sponsoring agencies are grateful for the cooperation of all concerned.

CONTENTS

INSTITUTE ON MEDIA FOR THE VERY YOUNG HANDICAPPED CHILD: A REPORT

by
Nicholas J. Anastasiow

I. OVERVIEW

Rationale

During fiscal year 1970-1971, USOE's Early Childhood Education Program for the Handicapped funded 40 centers throughout the United States. These programs dealt with a variety of theoretical and procedural approaches to the training of very young handicapped children. Staff personnel, site visitors, and members of the review panel had observed that most of the programs could use technical assistance in three major areas: evaluation, dissemination, and program improvement. It also was observed that the use of media in dissemination and classroom program areas was less well developed than was generally recommended by media specialists. Many of the project directors were in need of and directly asking for technical assistance in how to operate and integrate the use of multimedia techniques in their projects.

In response to this request, staff of the Program Development Branch and Media Services and Captioned Films Branch, Bureau of Education for the Handicapped, and the Southern Regional Media Center for the Deaf (SRMCD) met in Washington in early April 1971 with selected program consultants to the Bureau and personnel from funded early childhood training programs. The product of this planning group was to recommend that a one-week institute be conducted by SRMCD during the Summer 1971 and that a child development specialist be added to the SRMCD conference

staff to assist the media specialist by supplying knowledge of children's growth and development.   Further it was suggested that specific areas of interest shared by project directors be identified by SRMCD prior to the conference.

SRMCD constructed a questionnaire (see Appendix A) which was mailed to all project directors on April 30.   The 33 responses revealed that assistance was desired in (a) how to use portable videotape equipment and other media devices, (b) how to achieve media-curriculum integration in teaching very young handicapped children, (c) how to plan dissemination units using media, and (d) how to evaluate the use of media. (For the complete tabulation/analysis of questionnaire responses, see Appendix B).

Goals

Subsequently, Nicholas Anastasiow, child development consultant, met with SRMCD administrative staff to plan the program based on the perceived needs of the project directors.   Goals for this special institute were identified as follows:

1.   *Familiarize institute participants with various forms of media equipment: portable videotape recorder (VTR), 35mm camera, overhead projector, Polaroid camera, 16mm movie film, preparation of graphics.*

2.   *Provide opportunity to practice using some of the equipment.*

3.   *Expose the participants to model dissemination programs prepared by programs funded under the same legislation.*

4.   *Demonstrate two or three programs already using media for instructional purposes.*

5. *Demonstrate how to use TV to evaluate (diagnose) children's performance.*

6. *Demonstrate how to use TV to evaluate a program.*

7. *Provide opportunities for participating directors to raise questions and list priorities.*

8. *Expose participants to creative uses of media with normal children so as to encourage project directors to explore how these techniques can be used with handicapped children.*

The institute program was thus formulated and presentors/demonstrators selected (see Appendix C). Evaluation of the institute was conducted by administering a pre- and post-semantic differential (see Section IV of this report).

Sessions

The goal of the opening session was to orient participants (see roster, Appendix C) to the purposes of the institute and introduce them to the creative aspects of the use of media in curriculum. The keynote presentation by Dr. Henry W. Ray, entitled "Creativity in Media with Very Young Children," was geared to help the participants focus on the child's development of affect, self-concept, and sense and awareness of beauty. His examples and comments were thought-provoking and challenging to the educator of the handicapped. For example:

"To be educated means also to know something of the experience of beauty--to respond both to the beauty of nature and to the art made by our fellowman" (quote from M. Silberman).

"If a child cannot take part in the sense of creating it or discovering it, then at the very least he must be allowed part in the sense of being able to respond to it."

Ray stressed the importance of experiencing, manipulating, and feeling. He pressed the participants to examine their own programs to see how they could work toward these goals. The child development consultant asked the project personnel in attendance if they might be overly stressing cognitive goals out of concern over the deficit of the child. That is, does a deaf educator become so involved in teaching a child language that his program gives little attention toward developing the child's awareness of beauty and tactual experiences? The remainder of the week was devoted to selected demonstrations (listed in Appendix C) and to hands-on practicum experiences.

II. SUMMARY AND RECOMMENDATIONS

It was the opinion of child development consultants that the goal to teach creative uses of media in curriculum was the one least met during the course of the Institute. It became apparent that pre-established biases (based on and regarding individual personal programs) tended to cause the participants to accept or reject the ideas presented rather than to examine their value and relevancy and the use of media in general. It was difficult to get the participants to generate and suggest means on how to use media or to present their own ideas consistent with their programmatic orientation. Much needs to be done in ways in which media can be included in curriculum. Personnel from the Leadership Training Institute (Technical Assistance and Development Service) might well consider how they can work with SRMCD to engage program and media personnel in dialogue to work toward a solution

of this problem.

RECOMMENDATION I: TADS and SRMCD representatives should meet to plan
how program specialists can assist project personnel in using media in
curriculum endeavors which work toward cognitive and affective goals.

Goals 1 and 2: Exposure, Familiarization, and Practice with Media

The goal was met very well through a series of demonstrations by
SRMCD staff. Participants were shown the uses of portable videotape,
35mm and 16mm film and projectors, slide projectors, and various other
types of media and equipment. All participants had a chance to prac-
tice using the equipment. Following these training sessions, institute
members visited one of two local training centers to use the equipment
in a live setting with the SRMCD staff assistance. The results of
their efforts were presented the following day.

These sessions were among the most successful of the institute.
Fears were overcome, excitement toward media engendered, and partici-
pants learned how to use the equipment. Much to the surprise of many,
the institute members discovered that they could prepare a 20-minute
videotape dissemination presentation of high quality.

RECOMMENDATION II: SRMCD should plan short (three-day) institutes or
training sessions that deal directly with the use of equipment, pro-
viding training sessions early in the session and practical experience
throughout. The purpose of these short institutes should not be

*perceived as training media specialists but as introducing project
directors and/or personnel to the equipment, overcoming fears and en-
gendering positive attitudes.*

Goals 3 and 4: Exposure to and Demonstration of Model Dissemination Packages

This was another strong part of the institute but also troublesome.
Participants had to be reassured that SRMCD was not advocating any
specific program, but rather demonstrating how a dissemination package
could be built.   Allen Sproles, Kay Horton, and John Ora demonstrated
how media was being used in their projects for dissemination and training.

Goals 5 and 6: Demonstration of How to Use TV in Evaluation of Pupil Progress, Performance, and Programs

Evaluation was defined as the process of gathering information on
which to base a decision. Thus program evaluation could be focused on
program improvement, implementation, or maintaining quality control.

Institute participants were exposed to ways in which videotapes
could be used: (a) to demonstrate to a parent or new teacher how to
perform a given task; (b) to train parents, teachers, and others through
microteaching sessions; (c) to provide feedback and corrective direc-
tion to parents, teachers, and aides; (d) to provide preservice
training; and (e) to provide inservice training.

In addition, Shirley Marinoff demonstrated how videotape samples
of a child's progress could be collected over a period of time and used
to demonstrate program and/or child progress success to parents. They
could also be used to provide a new teacher with an idea of what the

child is able to do or for diagnosis with consultants. Sometimes a

child is absent when the consultant arrives or does not "perform" the

particular example of behavior to be observed. Videotape provides an

excellent source around which a consultant can discuss the child with

parents, teacher, and/or aides. Kay Horton also demonstrated the use

of videotape to provide microteaching training sessions with parents

and also a means of recording parents' progress as teachers of their

deaf child.

Thus, videotape has strong potential use in program implementation

(preservice), monitoring (inservice), improvement (evaluating), curricu-

lum (teaching skills), and evaluation (collecting data to improve,

revise, and modify programs). In addition, videotape can be used to

record pupil progress (child or adult), diagnose skills, and provide

for a child's transition to a new program or next year's teacher.

Goals 7 and 8: Concerns for the Child and Program Development

The child development consultant attempted to help the institute

members focus on their assumptions and values about children that are

implicit in their programs. He stated that one of the major strengths

of the early childhood handicapped programs as a group was their diver-

sity and implementation of a variety of instructional and curriculum

innovations. He pointed out that there was room for differences of

opinion concerning appropriate curriculum and teaching techniques on

how to train young children. He cautioned, however, against adoption

of a program without examining its inherent underlying values. The

fact that programs can be diverse does not mean that classroom procedures

that damage a child's self-esteem or "human-ness" should be used regardless of the so-called "theoretical" approach (for example, use of physical punishment). How a teacher feels about children and what the teacher hopes the child will become help shape an educational program.

Most educators of the handicapped child are well-versed in their specific area of expertise but not necessarily knowledgeable concerning the child's total development. The problem to be overcome by the special educator is the tendency to interpret everything a child cannot do as a function of his handicap. A developmental guideline prepared by Merle Karnes of the University of Illinois was presented as a guide to assist in the education of the handicapped. It was suggested that this guide be used to help special educators perceive performance more in terms of what is reasonably expectable in terms of normal growth and development.

The Institute Coordinator also presented a list of fourteen questions on how to improve a program. It was his opinion that project personnel had become overwhelmed by some of the requirements needed to develop their programs. The questions were designed to translate jargon into simple formulation:

1. _What do you want to do?_ This question deals with specific objectives, which usually are clear statements concerning a program (that is, whether one wants to use an oral approach in teaching deaf children or behavioral modification techniques in dealing with oppositional children).

2. _Why do you want to do it?_ This question is geared to general

objectives, which usually deal with the professional commitment of the project director and his deepest concerns (for example, his concern over the results of the rubella epidemic and his desire to establish a remediation program). Many times it is difficult to state these general objectives in behavioral terms and, from this author's point of view, it is not entirely critical that one do so. Included in the general objectives usually is a statement of to what the project director is committed.

3. *How will you do it?* Within this question three large areas of concern reside: the philosophy of education, curriculum orientation, and one's adherence to a particular psychology of learning. The philosophy of the project director reveals his value orientation. Once a person's value orientation is known, one can then often predict the kind of curriculum orientation he might select. How he views the child and the integrity of the human organism, whether he sees the child as a receptor of information or as one who acts upon and constructs his own intelligence as Piaget suggests--these and other variables help to determine what curriculum orientation or particular strategy he will use in the classroom.

4. *To whom will you do it?* The age and particular group of children the project plans to work with need to be specified. If you are interested in remediating the effects of rubella epidemics, for example, at what age will you begin? Will you select only inner-city children or middle-class? These descriptive statements of the population must be clearly delineated.

5. *In what way does the group you have selected change what you*

---

want to do? Selecting a young versus older population of children has a pronounced effect on teacher-pupil ratio, facilities, and materials. Frequently teachers of older handicapped children are recruited to work with the very young. These teachers are familiar with techniques for remediating the handicapped but need to be retrained in how to teach the very young. The nature of the facilities for blind children might be quite different from those required if you are working with deaf children. If you are going to work with 3-year-olds, the nature of the play yard, the availability of water and sand, and the availability of wheel toys and other appropriate experiential learning implements may seem much more important than if you are going to work with 10-year-olds. Having a knowledge of child growth and development and the various developmental stages is critical to how one designs one's building and the curriculum one selects.

6. *Who will help you do it?* Recognizing that supporting services will be required is a critical aspect of program development. Some programs have excellent goals and pertinent objectives but have not considered the supporting services needed to carry out their program and thereby are finding it difficult to meet their goals. For example, if is important to have psychological assessment on children before admittance to the program, these questions must be asked: Are psychologists available? Are sufficient funds available to pay psychologists? Are there funds for training purposes so that assessment can be made by other project personnel who have been trained to do so?

7. *Who will do it?* A project director needs to specify who will actually carry out the training. Some programs have teachers, some

have both teachers and aides, some are designed to train parents as the prime teachers and/or aides. In attempting to evaluate a program, it is necessary to specify exactly who will be the main implementors and how many personnel will be needed to achieve the designed goals of the program.

8. *What will they do?* The answer to this question describes the content of what is to be taught. This does not necessarily describe structure--whether open education, team teaching, or self-contained classroom, for example--but actually what content is to be covered, what is to be taught the children. There is a great deal of confusion in early childhood programs for the handicapped concerning questions of this nature. There is no well-defined or clearly specified curriculum generally available for young children. There are guides and articles which cover broad notions, (i.e., teaching colors, time, names, words, concepts and relationships), but specific goals and content have not been developed.

9. *How will they do it?* A clear description of the teaching strategy needs to be explicated. Too often the project director is the only one in the program with a clear sense of how the curriculum is to be presented. Educators who have not educated the very young often fall into routines which are custodial (washing, toileting, eating) rather than training (concept development, problem solving). This question concerns the psychology of learning the director adheres to and the curriculum he selected--whether the particular program will be committed to drill and practice techniques, inductive techniques, or process techniques.

10. *How will they learn to do it?*   Each program must consider
whether it plans inservice training or preservice training or a combi-
nation.   A program that has unique goals and missions and is carving
a way in a new area cannot assume that teachers are already trained to
perform the roles designed by the project director.   Careful, consis-
tent attention must be given to the problems and needs of the teachers
as they are involved in mutual learning and experience.

11. *How will they know if they are doing it?*   Probably one of
the most critical lacks in evaluating a program is providing ongoing
process evaluation.   Project directors need to observe teachers, aides,
parents, and other personnel involved in implementing the project to
see if they are doing as the program was designed.   Frequently it may
take one or two years before staff and parents are able to implement
the project as designed by the director.   Here consultation, micro-
teaching sessions, informal observation, and questionnaires can provide
direction and feedback to teachers to improve their skills and better
insure their ability to meet the criterion performance.

12. *If they aren't doing it, can you figure out why?*   This
question must be asked continuously in the development and improvement
of a program.   Perhaps the strategies one thought would be successful
in working with children prove inappropriate or ineffective.   Perhaps
there was insufficient time spent on inservice training.   The goals
stated by the project may have been poorly stated and now need to be
revised.   The curriculum provided to meet the goals may be inappropri-
ate to the goals.   The program itself may not meet the broad objectives;
i.e., it may be fine for normal children but not for autistic ones.   The

program may not be working sufficiently because of space limitations; you may have a building committed to your purposes but end up with a much smaller space crowded with too many children. You may be confronted with insufficient resources due to budget cuts. Lack of consultant help may also keep teachers from meeting the project goals.

13. *When they do do it, how do you know?* The question considers the process of collecting data to substantiate the evaluation of your program. Pupil growth can be revealed through anecdotal records, pre- and post-test or achievement measures, studying a child over a period of time by keeping collective samples of his work or records of his entry and exit behaviors, and by having observational instruments with which aides and/or parents can observe teachers in child interactions. Over a period of time parents may be interviewed to give information regarding the child's growth as evidenced through home bahaviors, and lastly achievement and intellectual tests can be administered.

14. *Finally, if it does work, how will you tell others?* Possibilities include demonstrations, inviting visitors to view a program through two-way mirrors and observation booths. Dissemination packages of film and tape shows or 35mm film can be used effectively. Articles and professional journals possibly do not lend themselves as well to the full communication of the total range of your project, but they help. If you have specific curriculum techniques that seem to be working, commercial publishers might be interested. Disseminating ideas to a wide audience, particularly within the state and then throughout the nation, is another means of helping improve your program; feedback from other centers which try out your approach will enable you to see

if the program is something only you and your staff can make work or whether it has much larger potentialities applicable to other centers.

III. IMPLICATIONS

<u>Summary</u>

In summary, the conference presented the use of media (primarily videotape) for a variety of purposes:

1. Media can be integrated in curriculum presentation both for affective and cognitive goals. Portable videotapes of field trips with children, brought back to the classroom and shown for review and discussion, further expand the children's learning from that experience. Media can also create a simulated environment such as Project ME's "learning wall" and Dr. Ray's multisensory enviro ment.

2. Media can be used very effectively for dissemination purposes. Dissemination packages can be used for state and national groups and as an intake procedure for presenting the program to parents so they will be acquainted with the goals and objectives of the project before entering their child. The dissemination package can also be used to orientate new staff and assist in establishing new centers.

3. Media can be used for program evaluation. Evaluation may be the collection of information by which to make decisions for program improvement. In the implementation sense, media can be used to evaluate a particular child's progress.

4. Media can be used for preservice and inservice training of teachers, parents, and aides.

5. Media can be used in microteaching situations with teachers, parents, or aides for the improvement of ongoing practice.

6. Media can be used to present an overview of a child from one teacher to another or to ease the transition from one program to another.

7. Media can be used in behavioral description to be sent to a consultant for suggestions.

IV. INSTITUTE EVALUATION

by
Roger S. Perkins

The objective of the opinionnaire given before and after the Institute on Media for the Very Young Handicapped Child was to assess any changes in attitudes and opinions concerning the applicability of television and other media as practical and effective tools in the education of preschool handicapped children.

The first section was designed to assess the level of agreement or disagreement with statements of opinion concerning the use of television (ITV) and portable videotape recording (VTR) equipment in the education of very young handicapped children. Items 1-10 were both positive and negative statements, with agreement or disagreement to be indicated on the five-point response code:

( )	( )	( )	( )	( )
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1	2	3	4	5

The following means for each item were derived from the sum of the responses times the code value.

ITEM	PRE-TEST	POST-TEST
1. Using television in educating the handicapped is close to babysitting.	4.22	1.82
2. Television is the most exciting thing in education today.	2.66	3.29
3. Very little technical skill is necessary to operate a portable VTR system.	3.00	3.82
4. Self evaluation is the most practical use of a VTR system.	2.77	3.00
5. Television can effectively serve only a small number of handicapped students.	3.72	2.12
6. The use of a VTR system must be highly structured to be effective.	3.16	2.76
7. Television equipment is very limited among the nation's programs for the handicapped.	2.66	3.41
8. A VTR system, in many cases, amounts to an expensive toy with little real educational value.	3.94	1.94
9. There are ways to use television in teaching almost anything.	3.94	3.88
10. Both effective ITV presentation and "home-made" videotapes could represent a substantial contribution to education of the handicapped.	4.33	4.12

The second section of this opinionnaire required a response to a

semantic differential scale between word pairs associated with specific concepts. Words used in this section suggested both negative and positive reactions to the concepts. The positive reaction words were randomly positioned on the left and right side of the scale so that shifting to a more positive reaction was indicated by a lower or higher mean respectively. Since the word pairs did not necessarily describe or make a statement about the concepts, respondents were asked to react to each pair of words in a "word association" way (in reference to the concept) using the five-point scale to indicate the relative strength of their reactions.

The most interesting mean shifts were those that crossed the midpoint or the 3.00 position. In most cases this shifting was from a negative reaction word to its positive counterpart. Note in particular items 12, 15, 17, 24, 26, 32, 36.

CONCEPT: Television programs in teaching preschool handicapped children.

		1 2 3 4 5	PRE-TEST	POST-TEST
11.	awkward	smooth	3.22	3.65
12.	open	closed	3.39	1.82
13.	hard	easy	2.83	3.29
14.	dull	interesting	3.61	3.94
15.	useful	wasted	3.72	1.53
16.	theoretical	practical	3.72	4.18

CONCEPT: Using videotape recording equipment with preschool handicapped children.

1 2 3 4 5

17.	functional	useless	4.22	1.53

			PRE-TEST	POST-TEST
18.	risky	dependable	3.50	3.76
19.	closed	open	3.78	4.41
20.	smooth	awkward	3.39	2.12
21.	hard	easy	2.33	3.29
22.	theatrical	educational	3.89	4.41
23.	wasted	useful	3.94	4.65
24.	promising	limited	4.50	1.35
25.	difficult	simple	3.11	3.59

CONCEPT: Teacher-made videotapes.

1 2 3 4 5

26.	meaningful	irrelevant	3.67	1.94
27.	simple	difficult	2.83	2.94
28.	closed	open	3.72	4.12
29.	interesting	dull	3.22	1.88
30.	good	bad	3.94	2.06
31.	arbitrary	objective	2.83	3.65
32.	practical	theoretical	3.72	1.82

CONCEPT: Aide- or parent-produced videotapes.

1 2 3 4 5

33.	awkward	smooth	3.17	3.41
34.	objective	arbitrary	3.11	2.59
35.	wasted	useful	3.55	3.94
36.	open	closed	3.72	1.88
37.	irrelevant	meaningful	3.55	4.12
38.	educational	theatrical	3.83	2.06
39.	positive	negative	3.61	2.00
40.	dull	interesting	3.39	4.12

Comparing pre- and post-test responses to this questionnaire, it must be kept in mind that group (rather than individual) responses are being described.   The samples responding were not the same group as the arrival and departure of many participants were not in accord with

both testing periods.   However, in data of this nature samples from pre-
and post-groups are adequate.   The two groups--which in a majority of
cases were the same people--do indicate a mean change in their responses,
particularly in perceiving television as more open, more educational, less
negative, and more interesting.   There were acute shifts in perceiving
that television has a place in the education of the handicapped (note
items 1, 5, and 8).

In general, the results supported the observations of the SRMCD
director and staff as noted above.   The participants, following their
involvement with the equipment and demonstrated applications, were
observed to show a marked positive shift in attitude toward media,
especially the potential uses of television.

APPENDIX   A

Dear Project Director:

What are the implications for instructional media in educating very young children, and how can professional staff in early childhood education programs for the handicapped be assisted in using media creatively and efficiently?

Earlier this month a small group of concerned educators gathered in Washington to focus on these immediate concerns which are directly aimed at current major goals of USOE's Bureau of Education for the Handicapped. Co-sponsored by the Program Development Branch and the Media Services and Captioned Films Branch of BEH, the session involved specialists from both early childhood education and instructional media. Under the premise that real change can most quickly and efficiently be effected by the top administrator, the group drew up tentative plans for a pilot leadership training seminar (five days) in July 1971, with enrollment limited to directors of the 42 early education centers funded by BEH:

What:	Institute on Media for the Very Young Handicapped Child
When:	July 19-23, 1971 (Monday noon - Friday noon, with evening sessions as required)
Where:	University of Tennessee, Knoxville
Conducted by:	Southern Regional Media Center for the Deaf (SRMCD)--a project of Media Services & Captioned Films, Division of Educational Services, BEH
Target audience:	Handicapped children, 0-7 years
Institute participants:	Project director (or his designated representative) from the 42 model early childhood centers
Approach:	Identify desirable learning experiences and explore how selected media can contribute

Project Directors   April 30, 1971

Instructional strategies: Factual information and practical
                                     demonstrations

Media emphasis: To be determined by best match of
                                     (a) SRMCD staff competencies and
                                     (b) E.C. Center responses to needs-
                                     identification

        Funds for participant travel and per diem expenses are to come
directly from travel budgets in current grants to the individual Early
Childhood Centers funded by the Program Development Branch. Costs for
conducting the institute will be absorbed by SRMCD, supported by Media
Services and Captioned Films Branch.

        SRMCD was selected to conduct this special Institute because of
staff competencies and experience in media training. A prominent early
childhood educator will be employed to coordinate the Institute itself
and write the summary of needs growing out of the week's work with you
people.

        We need your help immediately in preplanning this special institute.
The attached questionnaire is intended as a preliminary needs assessment
directly from the field.   Before completing Parts I and II, please con-
sult with your professional staff so that the questionnaire responses
will represent maximum input from the Early Childhood Centers. Your
cooperation at this point will be most helpful to the planners here and
in Washington in insuring a valuable learning experience when you come
to the special institute on this campus in July. I shall look forward
to hearing from you soon.

                            Sincerely,

                            William D. Jackson
                            Director

Attachment

QUESTIONNAIRE

Media Needs in Early Childhood Education of the Handicapped

PART I: Competencies of the SRMCD for basic media instruction (please check according to priority for the Summer 1971 Institute):

	Priority		SRMCD Competencies
1	2	3	
___	___	___	Graphics and overhead transparencies
___	___	___	Basic photography (Polaroid, slides, 8mm)
___	___	___	Audiotapes
___	___	___	Portable videotape recording

PART II: Suggested priority needs for staff media training in Early Childhood programs for the handicapped*(please check according to priority for the Summer 1971 Institute):

	Priority		
1	2	3	
___	___	___	How to operate portable videotape recording (VTR) equipment.
___	___	___	What VTR equipment to buy (specifications, portable or stationary, 1/2" or 1", etc.)
___	___	___	Maintenance of VTR equipment, storage of tapes.
___	___	___	Lighting and other considerations for school-produced tapes.
___	___	___	Planning for media-curriculum integration.
___	___	___	Storage and maintenance of other media equipment and materials.
___	___	___	Identify media materials already available for early childhood education (suitable for or adaptable to the handicapped).
___	___	___	Other suggestions:_____
___	___	___	_____
___	___	___	_____
___	___	___	_____

PART III: Institute on Media for the Handicapped Child, Summer 1971

1. Can you, the Project Director, attend this special institute for 5 days (July 19-23, 1971) at the University of Tennessee, Knoxville? ____yes ____no

2. If not, will you send your designated representative? ___yes ___no

_____

*List drawn from recent meeting at Tucson, Arizona, involving EC Center directors in that area.

Questionnaire

        3.   Can you cover travel and per diem costs for this Institute
            from your grant budget? _____yes _____no

PART IV: <u>Desirable outcomes of this special institute from your viewpoint</u>
        (please list):

        1. _____

        2. _____

        3. _____

        Date_____ Signed_____

                                  _____

                                  _____

                                  _____

Please return this completed questionnaire immediately to:

      Southern Regional Media Center for the Deaf
      1814 Lake Avenue
      The University of Tennessee
      Knoxville   37916

APPENDIX B

QUESTIONNAIRE RESPONSES: TABULATION AND ANALYSIS

Number of questionnaires mailed = 45 (to directors of model centers)
Number of responses received   = 33

TABULATION (listed in descending rank order)

I. Priority of SRMCD competencies for basic media instruction:

		Total		Priority 1	2	3
1.	Portable VTR	24	=	16	5	3
2.	Basic photography (Polaroid,	21	=	7	7	7
3.	Graphics & transparencies,	19	=	6	7	6
	audiotapes	19	=	4	9	6

> Summary: 1) VTR top-ranked both in total and #1 priority votes.
>   2) Although tied for 3rd place in total votes, graphics/
>   transparencies outweighed audiotapes for #1 priority.

II. Priority needs for staff media training in E. C. Centers for the
     Handicapped:

		Total		Priority 1	2	3
1.	Media-curriculum integration	25	=	15	.5	5
2.	Identify existing materials	24	=	13	10	1
3.	VTR maintenance & tape storage	22	=	9	7	6
	Lighting, etc., for inhouse VTR production	22	=	6	8	8
4.	How to operate VTR	20	=	12	3	5
5.	Specs for purchasing VTR	18	=	7	5	6
	Handling media other than VTR	18	=	1	8	9

> Summary: 1) "Media-curriculum integration" top-ranked both in
>   total and #1 priority votes (also listed most often
>   in "Desirable Outcomes" category).
>
>   2) "Identify" media materials already available a close

26

second, both in total and #1 priority votes.

3) Maintenance of VTR equipment and tapes outweighted inhouse production techniques as #1 priority, though tied for 3rd place in total votes.

4) Although some respondents declined to give VTR operation <u>any</u> rating (e.g., "technician on staff (or available on campus)" more than one-third (36 percent) of respondents assigned this item #1 priority-- actually third place in the latter category.

5) Low ranking of "media other than VTR" (only 1 vote for #1 priority) appears to confirm the high interest in VTR as revealed in Section I above.

III. Projected attendance at E. C. Media Institute, Summer 1971 (project director or designated representative):

		Centers	People			
Yes	=	23	26	No	=	6
Maybe	=	4	5	NA	=	12

<u>Summary</u>: 3 centers sending 2 participants

IV. Desirable outcomes:

1. Train for own inservice training   6
2. Video software for parent counseling (2),   5
   inservice (2), pupil evaluation (1)

NOTE: 1) Most-often listed in this section were repetitions of items already covered in Part II (e.g., what, when, how to integrate media and curriculum written in by 12 of 33 respondents).

2) Eleven single (isolated) suggestions not recorded in this tabulation.

DCCaldwell (7/16/71)

APPENDIX C

INSTITUTE ON MEDIA FOR THE VERY YOUNG HANDICAPPED CHILD

PROGRAM

MONDAY, JULY 19

11:00 a.m. - 1:15 p.m.	Registration (Stokely Center 139)
1:30 p.m.	Keynote: *"Creativity in Media with Very Young Children"* --Dr. Henry W. Ray

TUESDAY, JULY 20

8:30 a.m.

Media Design and Production Hands-on Lab
--SRMCD Staff

Exemplary Applications I (selected demonstrations:

Project LIFE (Language Improvement to Facilitate Education)
--Dr. Glenn Pfau & Dr. Dave Spidal

Project ME (Media for the Exceptional)
--Dr. Sol Roshal

United Cerebral Palsy of New York City
--Mrs. Shirley Marinoff

7:00 p.m.

Team Organization and Planning for Field Trips

WEDNESDAY, JULY 21

8:30 a.m.

Field Trips:

Team 1: Sunshine Center for the Handicapped

	Team 2: East Tennessee Children's Rehabilitation Center
1:30 p.m.	Lab Production
3:00 p.m.	Tour Bus to Gatlinburg and Great Smoky Mountains National Park

THURSDAY, JULY 22

8:30 a.m.	Team Presentations - Discussions
1:30 p.m.	Exemplary Applications II (selected demonstrations):
	Project RIP (Regional Intervention Program) --Dr. John P. Ora
	Bill Wilkerson Hear & Speech Center --Mrs. Kathryn B. Horton
	Rutland Center --Dr. Allen Sproles

FRIDAY, JULY 23

8:30 a.m.	Videotape Recordings, Evaluation Protocol --Dr. W. Scott Curtis
	Questions/Answers
	Feedback: Media Needs, Priorities

ADJOURNMENT

SOUTHERN REGIONAL MEDIA CENTER FOR THE DEAF
COLLEGE OF EDUCATION
THE UNIVERSITY OF TENNESSEE

INSTITUTE ON MEDIA FOR THE VERY YOUNG HANDICAPPED CHILD
July 19 - 23, 1971

Roster of Participants

Alabama

Miss Kim Simpson, Teacher, Huntsville Achievement School, 212 Eustis
Street, Huntsville 35801

Alaska

Dr. Helen D. Beirne, Director, Early Education Assistance Program,
Alaska Treatment Center for Crippled Children & Adults, 3710
East 20th Avenue, Anchorage 99504

Arkansas

Miss Louise Phillips, Project Director, Magnolia Public Schools,
Box 428, Magnolia 71753

California
----

*Dr. Sol Roshal, Director, Project ME, 10526 Victory Lane, North
Hollywood 91606

Florida

Mr. Larry Little, Audio-Video Technician, BKR Project, Sunland
Training Center, P. O. Box 678, Opa Locka 33054

Georgia
----

*Dr. Allen Sproles, Coordinator of Student Training, Rutland Center,
University of Georgia, 698 North Pope Street, Athens 30601

---

*Demonstrator

Massachusetts

Mr. Garrett E. Payne, James Jackson Putnam Children's Center, 244 Townsend Street, Roxbury 02121

Minnesota

Dr. Winifred Northcott, Director UNISTAPS Exemplary Early Child-hood Education Project, Special Education Section, State Department of Education, St. Paul 55101

Mr. Randall Genrich, Educational Media Specialist, UNISTAPS Exemplary Early Childhood Education Project, Special Education Section, State Department of Education, St. Paul 55101

Mississippi

Mr. Gary Milford, Project Evaluator, Department of Elementary and Secondary Education, College of Education, Mississippi State University, P. O. Drawer ED, State College 37962

Nebraska

Miss Louena Guidera, Assistant Instructor in Child Health, Meyer Children's Rehabilitation Institute, 44 South 44th Street, Omaha 68015

New Jersey

Mr. Eugene Fagan, Director of Communications, Mount Carmel Guild Preschool Project, 17 Mulberry, Newark 07102

New York

*Mrs. Shirley Marinoff, Video Specialist, United Cerebral Palsy of New York, Westside Air Terminal, 460 West 2nd Street, New York City 10036

North Carolina

Mr. J. Michael Hennike, Research & Evaluation Coordinator and Parent Counseling Coordinator, Chapel Hill City School System, Chapel Hill 27514

Rhode Island

Miss Carol Bauer, Speech Pathologist, Rhode Island Easter Seal
Society for Crippled Children and Adults, Inc., 333 Grotto
Avenue, Providence 02906

Tennessee

*Dr. John P. Ora, Project Director, Regional Intervention Program,
George Peabody College for Teachers, Nashville 37203

*Mrs. Jody Ray, Project Coordinator, Regional Intervention Program,
George Peabody College for Teachers, Nashville 37203

Dr. Alton Quick, Department of Special Education and Rehabilitation,
Memphis State University, Memphis 38111

*Mrs. Kathryn B. Horton, Co-Director, Bill Wilkerson Hearing and
Speech Center, 1114 19th Avenue South, Nashville 37212

Miss Peggy Wilkerson, Behavioral Data Management Specialist, Bill
Wilkerson Hearing and Speech Center, 1114 19th Avenue South,
Nashville 37212

Texas

Mrs. Anne G. Lieberman, Project Specialist, Early Childhood Educa-
tion for the Handicapped, Region XIX Service Center, P. O. Box
10716, El Paso 79997

Miss Ethel Kutac, Training Specialist, Department of Special Edu-
cation, University of Texas Staff Training Program, Austin
78712

Vermont

Mr. Arthur Schubert, Teacher, Preschool Education Centers, Brattle-
boro Town School District, 96 Green Street, Brattleboro 05301

Virginia

Mrs. Saundra N. Shorter, Assistant Director, Early Childhood Assis-
tance Act Project, Special Education, Norfolk State College,
2401 Corprew Avenue, Norfolk 23504

<u>Wyoming</u>

     Mrs. Janis Jelinek, Project Director, Communicative Disorders and Parent Training Program, Department of Speech Pathology and Audiology, University of Wyoming, P. O. Box 3204, University Station, Laramie 82070

Institute Consultants

Dr. Nicholas Anastasiow, Director, Institute of Child Study, Indiana University, Bloomington, Indiana 47401

Mr. Gerald Boyd, Education Program Specialist, Project Centers Branch, Bureau of Education for the Handicapped, Washington, D. C. 20202

Mr. R. J. Briskey, Director, Professional and Educational Services, Zenith Hearing Aid Sales Corporation, 6501 West Grand Avenue, Chicago, Illinois 60635

Dr. W. Scott Curtis, Chairman, Audiology and Speech Pathology, University of Georgia, Athens, Georgia 30601

Mr. Jim Mangan, Southwest Regional Media Center for the Deaf, New Mexico State University, P. O. Box 3 AW, Las Cruces, New Mexico 88001

Mr. Jim Pearson, Executive Director, East Tennessee Children's Rehabilitation Center, 2016 Clinch Avenue, Knoxville, Tennessee 37916

*Dr. Glen Pfau, Director, Project LIFE, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036

*Dr. Henry W. Ray, Director, Teacher/Learning Resources, Centennial Schools, Warminister, Pennsylvania 18974

*Dr. David Spidal, Assistant Director, Project LIFE, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036

Mr. Delmas Young, Director, Sunshine Center for the Handicapped, Inc., 2335 Dandridge, Knoxville, Tennessee 37915

SRMCD Staff

Dr. William D. Jackson, Director, Southern Regional Media Center for the Deaf and Associate Professor of Special Education

Mr. Lewis D. Butler, Coordinator for Production and Instructor of Special Education

Mrs. Doris C. Caldwell, Program Assistant

Miss Judy Graythen, Media Instructor

Mr. Jim Llewellyn, Electronics Specialist

Mr. Tom Mays, Graphic Artist

Mr. Arthur Montoya, Coordinator of Field Services and Instructor of Special Education

Mr. Roger S. Perkins, Program Development Coordinator and Instructor of Special Education

Mr. Harold Roberts, Production Specialist--TV

Mrs. Bette Leonard, Secretary

Mrs. Janet Leming, Bookkeeper

Mrs. Juanita Rye, Secretary

Dr. Roger M. Frey, Head, Department of Special Education and Rehabilitation, College of Education, The University of Tennessee, Knoxville