
Aurally Handicapped, Exceptional Child Education, Program Descriptions, Programed Instruction, Program Evaluation, Summer Institutes, Teacher Attitudes, Teacher Education, Teacher Evaluation

To provide participants with intensive training in programed instruction, to make them more knowledgeable consumers of programed instruction materials, and to develop programming skills on a professional level so that they could apply the systems approach in development of instructional materials, two training institutes were initiated. A total of 44 teachers of the deaf participated in the institutes which lasted 5 weeks each during the summers of 1968 and 1969. Included are the calendar of events, the instructional program log, programed instructional material developed by the institutes, administrative details, social activities, and evaluations. The overall evaluation was that the institutes were well designed and helpful; a complete breakdown of evaluated areas is provided. Also presented are summaries of the evaluations, the instructor evaluation form, the consultant evaluation form, recommendations, and a roster and photograph of staff, instructors, and participants. (JM)
A REPORT OF THE
1969
INTRODUCTORY AND ADVANCED INSTITUTES
IN PROGRAMMED INSTRUCTION AND
INSTRUCTIONAL SYSTEMS
FOR TEACHERS OF THE DEAF

SOUTHWEST REGIONAL MEDIA CENTER FOR THE DEAF
NEW MEXICO STATE UNIVERSITY
LAS CRUCES, NEW MEXICO
JUNE 30 - AUGUST 8, 1969

SPONSORED BY
MEDIA SERVICES AND CAPTIONED FILMS
BUREAU OF EDUCATION FOR THE HANDICAPPED
UNITED STATES OFFICE OF EDUCATION
CONTRACT NO. OEC4-7000183-0183
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INTRODUCTION

The 1969 Institutes in Programed Instruction and instructional Systems conducted for teachers of the deaf are an integral part of the Southwest Regional Media Center for the Deaf total program, which is an expression of the Center's commitment to encourage innovation in educational practice in schools and programs for the deaf.

Programed Instruction and the Instructional Systems Approach are two compatible processes which have been derived from separate sources, the psychological laboratory on the one hand and the engineering sciences on the other. When viewed in terms of process, they appear to have a great deal in common.

While programed instruction is the main emphasis of our institutes, it is our hope that participants will come to see the programming process as being applicable to a wide variety of materials and activities. We hope that they will find it is a process for systematically developing materials which will effectively accomplish specific objectives that are integrally related to larger and hopefully well defined educational goals capable of guiding the development of the larger instructional system.

One of the important values of programed instruction is its potential as an efficient method of instruction. When we have techniques for providing effective instruction in an efficient manner, we will be forced to recognize their implications for general practice. When should we teach what to whom--and how? Since
the programing process is empirical in nature, we should be better able to answer such questions.

In a day when educators of deaf children are increasingly recognizing the need to increase their effectiveness, it is appropriate that the empirical techniques developed in programed instruction and the instructional systems approach be recognized as possible answers to some of the problems which we face in providing maximum opportunity for deaf students to achieve at a level more closely commensurate with their capacities.

The Southwest Regional Media Center for the Deaf staff is pleased to have a part in the process of innovation which we optimistically believe will result eventually in greater opportunity for accomplishment by deaf individuals.

It is appropriate to express our appreciation for the guidance, encouragement and financial support of Media Services and Captioned Films, Bureau of Education for the Handicapped, United States Office of Education, which has made these institutes and other services of the Southwest Regional Media Center for the Deaf possible.

Hubert D. Summers, Assistant Director Southwest Regional Media Center for the Deaf
ACKNOWLEDGEMENTS

For their interest, and support in making the institute a success, the Southwest Regional Media Center for the Deaf would like to express its appreciation to Dr. H. E. Charles, Superintendent, El Paso School District, Dr. James S. Nicholl, Director of Special Education, and Mrs. Virginia Ingersol, Supervisor of the El Paso County-Wide School for the Deaf; Dr. Jack O. L. Saunders, Dean, and Dr. Donald G. Ferguson, Assistant Dean, College of Education, New Mexico State University and Dr. Gilbert L. Delgado, Chief, Media Services and Captioned Films, Bureau of Education for the Handicapped, U. S. Office of Education.

We also gratefully acknowledge the contribution of the members of the selection committee composed of: Dr. Roy Steller, Superintendent, New York School for the Deaf, White Plains, New York; Mr. Rance Henderson, Director, West Suburban Association for the Hearing Handicapped, Lyons, Illinois; Miss Gladys Fish, Principal, Bruce Street School, Newark, New Jersey; Mr. Myron Leenhouts, Assistant Superintendent, California School for the Deaf, Berkeley, California.
OBJECTIVES OF INSTITUTES

Introductory Institute

The goal of the Introductory Institute was to provide the participants with short-term intensive training in programed instruction; to make them more sophisticated consumers of programed instructional materials.

Specific objectives of this institute were to enable participants to:

1. gain knowledge of learning theory and operant conditioning as they relate to programed instruction;
2. learn basic concepts of programming;
3. plan and develop programed materials under supervision;
4. acquire basic skills in developmental testing of materials with deaf students;
5. gain knowledge of procedures used in evaluating programed material;
6. enrich their experience in the application of innovative educational technology;
7. gain knowledge of applications of the instructional systems approach.

Advanced Institute

The majority of participants in the Advanced Institute attended the Introductory Institute the previous year. The other participants had prior experience in the use and development of programed materials.

For this institute, the goals were to provide the opportunity for participants to develop programing skills that would approximate a professional level and to apply the systems approach in development of instructional materials.

Specific objectives of the Advanced Institute were to enable participants to:

1. develop and refine skills in instructional program writing;
2. develop testing skills in developmental materials;
3. design instructional flow charts and matrices;
4. understand the systems approach as it applies to instructional development;
5. supervise the use and development of programed materials in their schools.
Instructors

Bernard Basescu, free-lance programmer, holds a B.A. degree from New York University, and a M.A. degree from Columbia University. He was editor, trainer, and consultant in programmed materials for the Center for Programed Instruction in New York City. In 1967 and 1968 he was a research associate at the Institute for Educational Technology, Teachers College, Columbia University. At that time he also served as a consultant to Performance Systems Incorporated, programming materials for the Job Corps. He was an instructor in the first Institute on Programed Instruction and Instructional Systems for the Deaf, at New Mexico State University. His published articles include those appearing in Programed Instruction, Perspectives in Programming, and Automated Education Handbook.

Arthur Babick, Ph.D. is presently Assistant Professor of Education in the School of Education and Research Associate in the Audio-Visual Research Department at Indiana University, Bloomington. He has held this position at Indiana University since 1967. Prior to that, he was Research Associate at Syracuse University and Director of Learning Aids Center at Goddard College. His publications have been in such journals as: New England Association Review, The American Journal of Psychology and Media in Higher Education.

James D. Russell is presently Research Associate and Program Supervisor for the Division of Instructional Media Learning Systems Technology Program at the University of Indiana, Bloomington. Prior to his present position, he was an instructor in the Physics Department, Wittenberg University. He is co-author of publications, expected to be available in the spring of 1970, in the areas of programed instruction and science instruction methods.

Guest Lecturers

Dr. Philip W. Tieman, Head
Course Development Division
Office of Instructional Resources
University of Illinois at Chicago Circle
Chicago, Illinois

Topics: "Really Understanding Concepts"
"Developing Specific Instructional Objectives"

Dr. Susan M. Markle, Head
Programmed Instruction
Office of Instructional Resources
University of Illinois at Chicago Circle
Chicago, Illinois

Topics: "The Analysis of Concepts"
"The Analysis of Student Problems"
Guest Lecturers, continued

Dr. Glenn S. Pfau, Assistant Director
Project LIFE
National Education Association
Washington, D.C.

Topics:  "Introduction to Project LIFE"
         "Review of Research in Deaf Education"
         "Programed Instructional System Characteristics"

Mrs. Hilda Williams, Language Coordinator
Project LIFE
National Education Association
Washington, D.C.

Topic:  "Language Development in the Deaf"

Dr. Phillip Harris, Research Associate
Department of Psychology
Indiana University
Bloomington, Indiana

Topics:  "Programed Tutoring"
         "Response Analysis Systems"

Dr. Ross E. Stuckless, Director
Research and Training
Rochester Institute of Technology
National Technical Institute for the Deaf
Rochester, New York

Topic:  "Individually Prescribed Instruction
        for Deaf Students - Some Whys and Hows"

Dr. Samuel Postlethwait, Professor
Department of Biological Science
Purdue University
Lafayette, Indiana

Topic:  "A Systems Approach Using Mediated Instruction"
Guest Lecturers, continued

Dr. Lawrence Stolurow, Director
Computer-Aided Instruction Laboratory
Harvard University
Cambridge, Massachusetts

Topics: "Implications of the Psychology of Transfer for Instructional Engineering"
"The Organization of Learning Experiences"

Dr. Sivasailam Thiagarajan, Research Associate
Audio-Visual Research
Indiana University
Bloomington, Indiana

Topics: "The Human Element in Instructional Systems"
"Development of an Operational Program"

Mr. Kay Rigg, Assistant Director
Communications Research Laboratory
Department of Speech
New Mexico State University
Las Cruces, New Mexico

Topic: "Contingency Management"
INSTRUCTIONAL PROGRAMS

Introductory Institute

The instructional program was conducted by Mr. Bernard Basescu. Mr. James Russell assisted with instructional tasks under Mr. Basescu's direction. Guest lecturers provided insights into special applications of the programing process.

Supplementing the instructional program were opportunities to examine and evaluate a wide selection of commercial programs. Thirty-one teachers of the deaf participated in this institute; one without the benefit of a stipend.

Classes met Monday through Friday from 8:00 - 12:00 and 1:30 - 4:30. On the days selected participants traveled to El Paso, their daily schedule was 7:30 - 1:00 and 2:00 - 5:00.

Advanced Institute

Dr. Arthur Babick conducted the instructional activities of the Advanced Institute with the assistance of Mr. James Russell. Mr. Russell provided coordination between the instructional activities of Dr. Babick and Mr. Basescu as necessary. Guest lecturers were also provided. Thirteen teachers of the deaf participated in the institute, one without benefit of a stipend.

Classes met Monday through Friday from 8:00 - 12:00 and 1:30 - 4:30. On the days selected participants traveled to El Paso, their daily schedule was 7:30 - 1:00 and 2:00 - 5:00.

Guest Lecturers

Enhancing the instructional programs of the two institutes, presentations were made by outstanding guest lecturers. Their topics dealt with many facets of innovative educational technology. The consultants provided added insight into the practical applications and the potential of programed instruction. The two institutes were combined for guest lecturer presentations.

Developmental Testing in El Paso

In addition to the instructional activities on the NMSU campus, developmental testing of materials was conducted under the supervision of the institute instructors at the Hillside School in El Paso, Texas. Institute participants were transported as required.
in the second through the fifth week of the session. The children were made available through institute funds and supervised by personnel of the El Paso School District. This opportunity was afforded by the excellent cooperation of the administration and special education personnel of the El Paso School District.

**INSTITUTE CALENDAR**

**JULY**

<table>
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<th>MON</th>
<th>TUE</th>
<th>WED</th>
<th>TH</th>
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<tbody>
<tr>
<td>June 30</td>
<td>Registration and Orientation</td>
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<tr>
<td>Dr. Stolurow</td>
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**AUGUST**

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<td>1</td>
<td></td>
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<td></td>
<td>Mr. Thiagarajan</td>
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<tr>
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<td></td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

* Days children were available in El Paso
INTRODUCTORY AND ADVANCED INSTITUTES INSTRUCTIONAL PROGRAM LOG

June 30
I. Institute Organization
   A. Registration
      1. Course
      2. Motor vehicles
   B. Tour of campus facilities
   C. Orientation

July 1
I. Class Organization
   A. Introductory Institute
      1. Pretesting
         a. Learning theory
         b. Programed instruction
   B. Advanced Institute
      1. Pretesting
      2. Preparation of materials for developmental testing

July 2
Consultants: Dr. Susan Markle
             Dr. Philip Tieman
             Dr. Gilbert Delgado
   A. Slide-Tape presentation to both institutes
      1. Really Understanding Concepts
      2. The Analysis of Concepts
      3. The Analysis of Student Problems
   B. Small group discussion
      1. Follow-up discussion and assignment
      2. Participants analyzed own concepts

July 3
Consultants: Dr. Susan Markle
             Dr. Philip Tieman
   A. Presentation to both institutes

July 4
A. Introductory Institute (Holiday)
B. Advanced Institute
   1. Preparation of programed materials for developmental testing in El Paso

July 7
A. Introductory Institute
   1. Operant conditioning
   2. Successive approximation
   3. Superstitious behavior
   4. Conditioning behavior
B. Advanced Institute
   1. Discussion of The Deaf and Hard of Hearing, Review of Research
   2. Presentation of Project LIFE material by Darryl Cue
   3. Programed Segment: "Developmental Testing"
July 8

A. Introductory Institute
1. Stimulus discrimination and successive approximation
2. Writing discrimination frames
3. Study of semantics
4. Organization of curriculum material
5. Additional concept analysis
6. Statement of objectives

B. Advanced Institute
1. Field trip to El Paso - Special Classes for Hearing Impaired
2. Debriefing of visit
3. Discussion of Entry Behavior Tests
4. Post test on Developmental Testing

July 9

A. Introductory Institute
1. Statement of objectives
2. Analysis of discrimination frames
3. Overview of 5 basic programming techniques
4. Discussion of frame writing

B. Advanced Institute
1. Developmental testing in El Paso
2. Development of programed materials
3. Discussion of reinforcement to be used in developmental testing

July 10

Consultants: Dr. Glenn Pfau
Mrs. Hilda Williams

A. Presentations to both institutes
1. Introduction to Project LIFE
2. Review of research in deaf education
3. "Language Development in the Deaf" by Mrs. Williams
4. Filmstrip and tape: "This Land is Your Land"
5. Programed instructional system characteristics

B. Project LIFE
1. Programs available
2. Programing process
3. Demonstration of new equipment
4. Demonstration of new materials

C. Advanced Institute
1. Development of programed materials
2. Developmental testing in El Paso

July 11

Consultants: Dr. Glenn Pfau
Mrs. Hilda Williams

A. Introductory Institute
Mrs. Hilda Williams
1. Problems:
   a. Words and phrases
   b. Program writing
   c. Testing and developmental procedures

B. Advanced Institute
1. Individual consultation with Dr. Pfau
2. Mrs. Williams:
   a. Problems in programing for the deaf
b. Demonstration of Project LIFE equipment

c. Using Project LIFE materials

C. Presentation on developmental testing experiences by advanced participants to introductory group

July 14
Consultant: Dr. Phillip Harris

A. Presentation to both institutes
1. Programed tutoring
2. Operational programing
3. Instructional programing
4. Techniques of programed tutoring

B. Introductory Institute
1. Project LIFE material demonstration by Darryl Cue
2. Response analysis techniques

C. Advanced Institute
1. Individual consultation with Dr. Harris
2. Development of programed materials

July 15
Consultant: Dr. Phillip Harris

A. Introductory Institute Presentation:
   Response analysis systems

B. Advanced Institute
1. Individual consultation with Dr. Harris
2. Developmental testing in El Paso
3. Preparation of programed materials

C. Combined institutes
1. Film: "Communications Primer"
2. Discussion of film

July 16

A. Introductory Institute
1. Review of linear and branching techniques
2. Developmental testing
3. Research evaluation
4. Development of programed materials

B. Advanced Institute
1. Developmental testing in El Paso
2. Development of programed materials

July 17
Consultant: Dr. Ross Stuckless

A. Introductory Institute
1. Review of prompting and cueing
2. Development of programed materials
3. Discussion of ERIC Clearing House

B. Advanced Institute
1. Developmental testing in El Paso
2. Development of programed materials
3. Discussion of language development
4. Devices for monitoring early behavior
5. Dr. Stuckless presentation on Systems

July 18
Consultant: Dr. Ross Stuckless

A. Introductory Institute
1. Dr. Stuckless presentation
   a. Systems
   b. DIG Relationships (Priorities in content selection)

2. National Technical Institute for the Deaf - developmental activities
3. Development of programed materials

B. Advanced Institute
1. Developmental testing in El Paso
2. Dr. Stuckless presentation
   a. Slides of National Technical Institute for the Deaf
July 21
A. Introductory Institute
   1. Evaluation of first half of Institute
   2. Preparation of programmed materials
B. Advanced Institute - Holiday in lieu of July 4th

July 22
A. Introductory Institute
   1. Developmental testing in El Paso
   2. Development of programmed materials
B. Advanced Institute
   1. Creation of checklists for developing programmed materials for the deaf
   2. Outlining specifications of conditions under which behavior is to be exhibited
   3. Development of paired-associate lists for discrimination between "is" and "are" with noun changes
   4. Evaluation of first half of institute

July 23
A. Introductory Institute
   1. Developmental testing in El Paso
   2. Development of programmed materials
B. Advanced Institute
   1. "Validation Testing"
   2. Development of programmed materials

July 24
Consultant: Dr. Samuel Postlethwait
A. Presentation to both institutes
   1. Introduction to Audio-Tutorial Approach
   2. Film: "The Audio-Tutorial System"
   3. Discussion of Audio-Tutorial System
      a. Effectiveness of system
      b. Cost of system
      c. Designing and developing system
   4. Kodak M-80 projector
      a. Development and demonstration
      b. Integration of projector with A-T system

July 25
Consultant: Dr. Samuel Postlethwait
A. Presentation to both institutes
   1. Applications of Audio-Tutorial System
   2. Innovations in Education
B. Developmental testing in El Paso

July 28
A. Introductory Institute
   1. Discussion of methetics
   2. Development of programmed materials
B. Advanced Institute
   1. Discussion of Individually Prescribed Instruction
   2. Film: "Rx for Learning"
   3. Discussion of film
   4. Preparation of programmed materials
C. Joint Institute
   1. Film: "Focus on Behavior-Learning About Learning"
   2. Discussion
July 29
Consultant: Dr. Lawrence Stolurow
A. Introductory Institute
1. Developmental testing in El Paso
2. Development of programed materials
B. Advanced Institute
1. Dr. Stolurow
   a. Problems relating to teaching and individualized instruction
   b. Stimulus, cue, response and elicitor discussion
C. Joint Institute - Presentation by Dr. Stolurow

July 30
A. Introductory Institute
1. Developmental testing in El Paso
2. History of response elicitation
3. Prompting sequences and reinforcement
4. Review for final exam
B. Advanced Institute
1. Systems approach
   a. Statements of objectives
   b. Discussion of input, throughput, output
2. Flowcharting

July 31
Consultant: Dr. Sivasailam Thiagarajan
A. Joint Institute presentation
1. Dr. Thiagarajan
   a. Human Element in Instructional Systems
   b. Operational Programing in Tutorial Reading Project
   c. Demonstration of development of operational programs

August 1
Consultant: Dr. Sivasailam Thiagarajan
A. Introductory Institute
1. Developmental testing in El Paso
2. Development of programs
B. Advanced Institute
1. Discussion of pretest, post-test and modified gain score
2. Programing for deaf children
3. Developmental testing techniques for deaf population
4. Individual consultation with Dr. Thiagarajan

August 4
Consultant: Mr. Kay Rigg
A. Introductory Institute
1. Speech Program at NMSU
2. Contingency Management
3. Development of programed materials
4. Review for final exam
B. Advanced Institute
1. Flowcharting
2. Flowgraphing and matrices
3. Development of programs
August 5
A. Introductory Institute
   1. Detection of errors through student testing
   2. Checklist for evaluating programed instructional materials
B. Advanced Institute
   1. Systems with memory
   2. Schedules of reinforcement
   3. Ashley's Law of Requisite Variety and its implications for language development
   4. Review of systems approach and analysis
   5. Problems in the application of systems methodology

August 6
A. Introductory Institute
   1. Post-test
   2. Consultation by instructor with participants regarding post-test
   3. Preparation of programed materials for reproduction
B. Advanced Institute
   1. Post-test
   2. Development of instructional flowchart
   3. Preparation of programed materials for reproduction

August 7
A. Introductory Institute
   1. Consultation by instructor with participants regarding post-test
   2. Preparation of programed materials for reproduction
B. Advanced Institute
   1. Flowcharting
   2. Preparation of programed materials for reproduction

August 8
A. Presentation to both Institutes
   1. Film project by Florence Conner
   2. Discussion of film
B. Evaluation
   1. Institutes--final
   2. Instructors
With few exceptions, the programs listed have been developmentally tested with deaf or hard-of-hearing students. They have not been validated on representative samplings of deaf students. Their development is primarily an exercise to learn the concepts, techniques and skills involved in the programing process.

Language Arts

<table>
<thead>
<tr>
<th>TITLE OF PROGRAM</th>
<th>PROGRAMER(S)</th>
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<tbody>
<tr>
<td>Discrimination Between Past, Present Progressive and Future Verb Forms</td>
<td>G.I. Wilson, James and Dorothy McCarr</td>
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<tr>
<td>Recognizing When to Use OR in Sentences</td>
<td>Mary Humphreys</td>
</tr>
<tr>
<td>Behind and In Front Of</td>
<td>Clemontine Y. Randall</td>
</tr>
<tr>
<td>Expand and Contract</td>
<td>Norman Anderson</td>
</tr>
<tr>
<td>Beginning--Middle--End</td>
<td>June E. Newkirk</td>
</tr>
<tr>
<td>Before and After (as place words)</td>
<td>June E. Newkirk</td>
</tr>
<tr>
<td>Plurals of Words</td>
<td>Mildred S. Zabriskie</td>
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<tr>
<td>Concept of &quot;On and Off&quot;</td>
<td>Gerald W. Pollard</td>
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<tr>
<td>Spelling for Parts of the Body</td>
<td>Kenneth Eberle</td>
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<tr>
<td>An Understanding of In Front of and Beside</td>
<td>Joan Tellam</td>
</tr>
<tr>
<td>Bigger and Biggest (concepts)</td>
<td>Leonard Lane</td>
</tr>
<tr>
<td>More Than--Fewer Than--Less Than</td>
<td>June E. Newkirk</td>
</tr>
<tr>
<td>Between, Beside, and Through</td>
<td>Mattie Box</td>
</tr>
<tr>
<td>Parts of the Face</td>
<td>Patricia Hogan</td>
</tr>
<tr>
<td>Who and What</td>
<td>G.I. Wilson, James McCarr</td>
</tr>
</tbody>
</table>
TITLE OF PROGRAM

Under and Over (concepts of)
Concept of "Isness" and "Areness"
Concept of Taller and Shorter
Building Stories with Judy and Jack
Discrimination Between Nouns and Adjectives
Verbs "To Be and To Have"
In Front Of, Behind (concepts)
Vocabulary Expansion-Spelling
Pronouns
Prepositions Under and Over

Mathematics

Less Than and Greater Than and Their Symbols
Identifying Circles, Triangles, Squares and Rectangles
Division Contexts
A Method of Changing Decimal Numerals to Fractional Numbers
New Math--Long Division "Mechanics"
Key Words in Addition and Subtraction
Addition Concepts
Volume Measurement
Measuring in Points
Counting Money
Concepts of Lines and Circles (basic knowledge of)

PROGRAMER(S)

Joan DeBoer
Norman Anderson
Gene Renck
Sister Mary Walter
Helen Langstaff
Florence Conner
Darryl Cue
Anthony Papalia
Sister Mary Walter
Gloria B. Hunt
Beverly Young
Melissa Scott
Marvin Wolach
Robert M. Edwards
Beverly Young
Verne P. Call
Perl H. Dunn
Wilson Fonville
Ruth P. Davis
Albert J. Heitz
Suzanne Ladner
TITLE OF PROGRAM

Social Science

- Concepts of More and Less

- How to Read a Map

- Geographic Characteristics (concepts of)

- Determining Electoral College Vote

- Teaching Names and Spellings of Various Housing Construction Materials

- How Rocks Change to Soil

- Life Cycle of a Salmon

- Parts of a Flower

- Discrimination Between Count and Noncount Nouns

General

- Basic Filing Program

- Playing Cards

- Cued Speech

- How to Identify and Complete Items on an Application Blank

- Alphabetizing (for alphabetical filing)

- Work in Media Center

- High School Level

- Fingerspelling

- Concept of Payment of Salary

- Use of the Polaroid Land Camera - Model 180

- Installment Buying

PROGRAMER(S)

- Robert M. Edwards

- Peter Dinneson

- Franklyn Amann

- Richard Hanks

- Patricia Davies

- Helen R. Sewell

- Lester Graham

- Robert Hoover

- (Unknown)

- Earle S. Jones

- Malcolm Henderson

- Stanford Rupert

- Glenn Frakes

- Wilson Fonville

- Theodore Beckmeyer

- Carole M. Templin

- Diann Mizell

- Bert Sperstdad

- Eliza J. Ray

- Marie C. Lloyd
INSTRUCTIONAL ACTIVITIES
ADMINISTRATIVE PROCEDURES

In December, 1968, announcements of the two summer Institutes were mailed to the executive officer of each school or program in the United States which, according to the Directory of Services for the Deaf in the United States, served more than 40 students.

Shortly before that time initial efforts were made to identify prospective faculty for the Institutes. By February, negotiations with the instructors had been completed.

In response to our announcements, approximately 120 applications were requested and 88 were returned. Applications were screened and preliminary evaluations of specific qualifications were made by the Southwest Regional Media Center for the Deaf staff.

An initial planning meeting was conducted in Chicago, Illinois on February 7, attended by the instructors and the institute director. At this meeting, the general instructional content was discussed and a list of potential guest lecturers was drawn up.

A five member selection committee consisting of representatives of residential, day, private, and parochial programs for the deaf was formed. A committee meeting was held on March 17 at which participants and alternate participants were selected.

Form letters including the names of the selection committee members were sent to each applicant advising him of the selections made. Biographical sketches of all participants were sent to each successful applicant.

Letters were sent to the proposed consultants requesting their assistance and in some cases requesting treatment of specific topics.

Materials descriptive of activities and sites of general interest to visitors in Southern New Mexico were gathered and sent to successful applicants.

Data on housing needs were collected from the participants and with few exceptions, housing accommodations were located by Southwest Regional Media Center for the Deaf staff. Housing is available on the New Mexico State University campus for persons without children.

Institute facilities were made available by New Mexico State University for instructional purposes through the scheduling office. These proved to be adequate, providing a small auditorium for lectures, two rooms adequate in size for workshops and room for office space for the instructors.
Where requested and flight information was provided, prepaid airline tickets were sent to participants by the Southwest Regional Media Center for the Deaf and transportation from El Paso to Las Cruces was provided.

Arrangements for registration with the University were made. Arrangements were also made for orientation to the New Mexico State University Library.

Samples of commercial programmed instructional materials were purchased.

On the first day of the institute, a social committee and a feedback committee were formed. Student assistant help was made available to assist the social committee as necessary.
SOCIAL ACTIVITIES

Planning

Prior to the institutes, a list was made of possible social activities to be held during the institute. These included picnics, sight seeing tours and a banquet. Prices for these activities were calculated in order to estimate the approximate per capita cost of social activities for the entire institute.

Social Committee

On the first day of the institute a social committee was formed. This committee consisted of five participants. Three were members of the advanced institute. This committee was given the responsibility of soliciting suggestions for social activities from the other participants.

Committee Meetings

At the first committee meeting all of the pre-planned alternatives were presented for the committee's consideration. The suggestions submitted to the committee members by the other participants were also considered. From these suggestions, the committee formulated a tentative calendar of events with the approximate costs. It was decided that a $15.00 assessment would be made against all adults that planned to attend every function. For adults that planned to attend only a portion of the activities, a pro-rated amount was determined. This money was collected by the social chairman and deposited in a local bank for the payment of all bills approved by the social committee.

Planned Activities

The following activities were planned and carried out.


Miscellaneous expenses were also paid from the assessment. These included:

1. A coffee hour during the first week of the institute.
2. Group pictures of the members of the institute.
3. Meals for the guest lecturers.

At the end of the institutes, the balance in the social activity fund was returned to the participants on a pro-rata basis.
EVALUATION

Institute evaluation by participants was obtained through forms distributed to them at the completion of the third week of study and at the completion of the institute.

The following is a compilation of the responses obtained from these forms. Participants did not always respond to each statement. This accounts for the difference in total responses for some items.

In addition, pretests of entry knowledge level were given. Grades were assigned partially based on pre-post test gain scores. The test items are not included in this report.

A feedback committee was established to facilitate communication from participants to staff and faculty.

Consultants evaluation forms were completed after each guest lecturer's presentation. Original copies of the forms were forwarded to the guest lecturer.

Included in this report are the following:

1. Evaluation of institute instructors; specimen form.
2. Evaluation of guest lecturers; specimen form.
3. Summary of participant evaluations at end of third week; Introductory and Advanced Institutes combined.
4. Summary of participant final evaluation; responses to Introductory and Advanced Institutes.
SUMMARY OF PARTICIPANT EVALUATION OF INSTITUTE AT END OF THIRD WEEK

Introductory Institute

1. I FIND THAT THE MATERIAL IS BEING PRESENTED
   4 too quickly  20 at proper pace  2 too slowly

2. I WOULD LIKE MORE 3 lecturing 8 individual work
   4 class discussion 3 private conferences 5 other

3. I WOULD LIKE LESS 5 lecturing 0 individual work
   2 class discussion 0 private conference work
   3 irrelevant lectures

4. THE HOMEWORK ASSIGNMENTS ARE (TOO)
   0 lengthy  3 short  2 vague  0 structured 17 just right

5. I FEEL THAT DEVELOPING A PROGRAM WILL BE OR IS
   0 easy  12 difficult  0 impossible  13 time-consuming
   21 rewarding to me

6. I WOULD LIKE MORE PRACTICE IN WRITING
   17 frames  23 sequences  10 operational objectives

7. I WOULD LIKE MORE OCCASIONS ON WHICH
   6 I am told what to do  7 I decide what I need to study

ADDITIONAL COMMENTS AND SUGGESTIONS MADE BY PARTICIPANTS ARE AS FOLLOWS:

1. Evaluate other published programs
2. Group work on programs
3. Opportunity to work with a larger deaf population
4. The institute was well planned
SUMMARY OF PARTICIPANT EVALUATION OF INSTITUTE AT END OF THIRD WEEK

Advanced Institute

1. I FIND THAT THE MATERIAL IS BEING PRESENTED
   _0_ too quickly   _10_ at proper pace   _1_ too slowly

2. I WOULD LIKE MORE  _2_ lecturing   _1_ individual work
   _4_ class discussion   _0_ private conference work   _9_ other

3. I WOULD LIKE LESS  _0_ lecturing   _3_ individual work
   _0_ class discussion   _0_ private conference work   _9_ other

4. THE HOMEWORK ASSIGNMENTS ARE (TOO)
   _0_ lengthy   _0_ short   _1_ vague   _0_ structured   _11_ just right

5. I FEEL THAT DEVELOPING A PROGRAM WILL BE OR IS
   _0_ easy   _7_ difficult   _0_ impossible   _1_ time-consuming
   _11_ rewarding to me

6. I WOULD LIKE MORE PRACTICE IN WRITING
   _1_ frames   _4_ sequences   _5_ operational objectives

7. I WOULD LIKE MORE OCCASIONS ON WHICH
   _3_ I am told what to do   _3_ I decide what I need to study
SUMMARY OF FINAL
INSTITUTE EVALUATION BY PARTICIPANTS

Introductory Institute responses are above the line; Advanced Institute responses are below the line.

Key to Summary:

Response headings used as follows:

A = very good  B = good  C = adequate
D = inadequate  E = very inadequate
F = no opinion (not recorded)

Directions: Check one response only.

1. Objectives

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<tr>
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<th>A</th>
<th>B</th>
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<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) The degree to which the Institute helped me was:</td>
<td>22</td>
<td>5</td>
<td>2</td>
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<td></td>
<td></td>
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<td></td>
<td>8</td>
<td>3</td>
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<td>b) My understanding of the objectives of the Institute prior to the beginning of the program was:</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>10</td>
<td>5</td>
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<tr>
<td>c) As a method for improving teacher competence and knowledge, the Institute program was:</td>
<td>24</td>
<td>5</td>
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<tr>
<td></td>
<td>12</td>
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</tbody>
</table>
2. Organization and Administration

a) The degree to which the schedule allowed for discussion with staff and other participants outside the formal program was:

<table>
<thead>
<tr>
<th>Too much</th>
<th>Too little</th>
<th>Adequate</th>
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<tbody>
<tr>
<td>2</td>
<td>27</td>
<td>1</td>
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<td>10</td>
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</tbody>
</table>

b) The size of your group in the Institute was:

<table>
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<tr>
<th>Too large</th>
<th>Too small</th>
<th>Adequate</th>
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<tbody>
<tr>
<td>8</td>
<td>21</td>
<td>11</td>
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...
3. **Instruction and Staff**

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<tbody>
<tr>
<td>a) The extent to which the Institute met my expectations in the overall content of lectures and other activities was:</td>
<td>15</td>
<td>9</td>
<td>3</td>
<td>1</td>
<td></td>
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<tr>
<td></td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>1</td>
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<tr>
<td>b) In comparison to previous educational programs in which I have participated, the quantity of instruction was:</td>
<td>17</td>
<td>6</td>
<td>2</td>
<td>1</td>
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<td></td>
<td>5</td>
<td>5</td>
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<tr>
<td>c) The balance maintained by the Institute program between theory and practice was:</td>
<td>12</td>
<td>8</td>
<td>4</td>
<td>4</td>
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<td></td>
<td>2</td>
<td>9</td>
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<td>d) Learning that resulted from practicum activities was:</td>
<td>15</td>
<td>9</td>
<td>3</td>
<td>1</td>
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<td></td>
<td>5</td>
<td>6</td>
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<tr>
<td>e) The extent to which the outside speakers were integrated into the total program was:</td>
<td>4</td>
<td>9</td>
<td>8</td>
<td>5</td>
<td>3</td>
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<td></td>
<td>1</td>
<td>8</td>
<td>2</td>
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<td>f) The ratio of instructors to participants was:</td>
<td>10</td>
<td>4</td>
<td>10</td>
<td>4</td>
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<td></td>
<td>6</td>
<td>4</td>
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<td>g) The interaction among participants was:</td>
<td>12</td>
<td>8</td>
<td>5</td>
<td>2</td>
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<td></td>
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Too much  Too little  Adequate

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<tr>
<td>h) Opportunity to communicate with staff:</td>
<td>7</td>
<td>12</td>
<td>7</td>
<td>2</td>
<td>1</td>
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<td></td>
<td>2</td>
<td>5</td>
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</tbody>
</table>

i) The degree to which the Institute provided opportunity to become acquainted with recent professional literature in the field of programed learning was:
4. Effects on Participants

a) The extent to which the Institute was instrumental in clarifying my own perception regarding the need for using programed materials at my level was:

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<td>17</td>
<td>10</td>
<td>1</td>
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b) As a result of the Institute, my confidence in using these new ideas is:

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9  2

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c) The challenge to my intellectual capacities during the Institute program was:

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<td>19</td>
<td>7</td>
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d) I feel my ability to motivate students, lead them to voluntary efforts, and encourage them to set higher standards for themselves will, as a result of the program be:

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e) The extent to which the Institute developed my ability to organize teaching materials was:

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<td>7</td>
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<td>2</td>
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f) The degree to which the Institute increased my desire to try new teaching methods was:

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</table>
Assume that you are designing a course with the same general objectives as this Institute.

What percentage of time would you allocate to each of the following activities?

(If you do not want to use one of the activities at all, give it 0%. Make sure that your percentages add up to 100%.)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Working through programed material on programing theory.</td>
<td>10.1%</td>
</tr>
<tr>
<td>Working through programed material on practical programing techniques.</td>
<td>9.8%</td>
</tr>
<tr>
<td>Lectures on psychological principles of programed instruction.</td>
<td>12.4%</td>
</tr>
<tr>
<td>Lectures on practical programing techniques.</td>
<td>14.3%</td>
</tr>
<tr>
<td>Reading nonprogramed textbooks on basic principles of programed instruction.</td>
<td>3.8%</td>
</tr>
<tr>
<td>Reading nonprogramed textbooks on practical programing.</td>
<td>4.1%</td>
</tr>
<tr>
<td>Individual design and development of programed units.</td>
<td>24.1%</td>
</tr>
<tr>
<td>Individual editorial consultation with instructor.</td>
<td>11.4%</td>
</tr>
<tr>
<td>Developmental testing of student-developed programs.</td>
<td>10.5%</td>
</tr>
</tbody>
</table>
Responses to the following open-ended questions tended to be specific. Responses were tabulated and categorized as closely as possible to the sentiment expressed by the participants.

Please respond to each of the following questions.

1. THE ONE GREATEST STRENGTH OF THE INSTITUTE WAS -

**Introductory Institute**

a. Relaxed, stimulating, productive atmosphere - 10  
b. Instructors' knowledge - 7  
c. Practical application of theory - 3  
d. Enthusiasm generated - 3  
e. Writing programs - 2  
f. Detail in P.I. - 2  
g. Emphasis on organization - 2  
h. Interaction - 1  
i. Learning how behavioral objectives relate to education - 1  
j. The staff - 1  

**Advanced Institute**

a. Chance for interaction - 6  
b. Developing programs - 3  
c. Developmental testing - 2  

2. THE ONE MAJOR WEAKNESS OF THE INSTITUTE WAS -

**Introductory Institute**

a. Some guest lecturers were not adequate - 7  
b. Student population - 5  
c. Insufficient testing time - 2  
d. Too many preliminary activities - 2  
e. Lack of direction - 1  
f. Technical language - 1  
g. Lack of P.I. machines - 1  
h. No activities for spouses - 1  
i. Not enough emphasis on deaf education - 1  
j. Organization - 1  
k. Not enough outside work - 1  
l. Lack of communication with Media Center - 1  
m. Not enough communication before institute - 1  
n. Lack of text books - 1  
o. Too much lecturing - 1  

**Advanced Institute**

a. Children not adequate - 2  
b. Organization - 2  
c. Inadequate coverage of systems - 2  
d. Inadequate time to develop programs - 2  
e. Media Specialist absent - 1  
f. Scheduling of lecturers - 1
3. **THE MOST SIGNIFICANT THING THAT HAPPENED TO ME DURING THE INSTITUTE WAS** —

**Introductory Institute**

a. Learning how to program - 9
b. Realization I had not been teaching to the best of my ability - 5
c. Learning to state behavioral objectives - 4
d. Discovering how P.I. relates to deaf education - 5
e. Making new friends - 2
f. Sharing programs - 1
g. Renewed hope for deaf education - 1
h. Hearing Dr. Postlethwait - 1

**Advanced Institute**

a. The exposure to so many ideas - 4
b. Being able to program - 2
c. A greater insight into teaching - 1
d. Writing objectives - 1
e. Pre and post test techniques - 1
f. Developmental testing - 1
g. Feedback - 1

4. **IF I COULD ATTEND A SIMILAR INSTITUTE, I WOULD SUGGEST** —

**Introductory Institute**

a. More general information before Institute - 7
b. Do more programing - 5
c. Hold in different location - 2
d. More graphic illustrations of programing techniques - 2
e. Smaller class - 1
f. Fewer lectures - ?
g. All educational activities in one location - 1
h. Demonstration of more P.I. machines - 1
i. Better sample of students - 1
j. More group evaluations of programs - 1
k. Better access to students - 1
l. More outside work - 1
m. Better selection of consultants - 1
n. More emphasis on cultural, social and recreational activities - 1

**Advanced Institute**

a. More children and closer at hand - 5
b. More program writing - 2
c. Hold on campus of school for deaf - 2
d. More time for developing programs - 2
e. More information before Institute - 2
f. Consultants stay longer - 1
g. More typical deaf children - 1
h. Fewer lectures - 1
i. Participants should have similar fields - 1
j. Consultants earlier in program - 1

5. **IF YOU WISH, REMARK ON THE EL PASO STUDENTS AVAILABLE FOR DEVELOPMENTAL TESTING.**
### Introductory Institute

1. Not representative - 8  
2. Inadequate - 5  
3. Lack of advanced students - 3  
4. Range too wide - 2  
5. Adequate - 2  
6. Too few - 1  
7. To far away - 1  
8. Not enough knowledge about children before tested - 1  

#### 6. WHAT CHANGES WOULD YOU SUGGEST ON THE WAY THE INSTITUTE WAS CONDUCTED? 

<table>
<thead>
<tr>
<th>Introductory Institute</th>
<th>Advanced Institute</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Cancel certain guest lecturers - 4</td>
<td>a. Sufficient time to develop programs - 2</td>
</tr>
<tr>
<td>b. No changes - 4</td>
<td>b. More developmental testing-2</td>
</tr>
<tr>
<td>c. Shorter lectures - 2</td>
<td>c. Hold on a campus for the deaf - 1</td>
</tr>
<tr>
<td>d. Have less non-directed classtime - 2</td>
<td>d. Better organization - 1</td>
</tr>
<tr>
<td>e. Need more direction - 1</td>
<td>e. Advance notice of objectives - 1</td>
</tr>
<tr>
<td>f. Group participants according to grade level - 1</td>
<td>f. Less emphasis on systems - 1</td>
</tr>
<tr>
<td>g. Have students in Las Cruces - 1</td>
<td>g. Change location - 1</td>
</tr>
<tr>
<td>h. More work on solving practical problems - 1</td>
<td>h. Wider student population-1</td>
</tr>
<tr>
<td>i. Better use of 3rd instructor - 1</td>
<td>i. None - 1</td>
</tr>
<tr>
<td>j. Better scheduling of guest lecturers - 1</td>
<td></td>
</tr>
<tr>
<td>k. More lab work - 1</td>
<td></td>
</tr>
<tr>
<td>l. More involvement of participants - 1</td>
<td></td>
</tr>
<tr>
<td>m. Information about guest lecturers presentation - 1</td>
<td></td>
</tr>
<tr>
<td>n. Guest lecturers should relate more to introductory group - 1</td>
<td></td>
</tr>
</tbody>
</table>

### Advanced Institute

1. Too few - 5  
2. Unsatisfactory - 4  
3. Not typical - 4  
4. Range not broad enough - 2  
5. Children were polite and helpful - 2  

#### 7. DO YOU BELIEVE THAT PROGRAMED INSTRUCTION IS A TECHNIQUE THAT SHOULD BE EXTENSIVELY USED AS ONE METHOD OF MEETING THE EDUCATIONAL NEEDS OF DEAF CHILDREN? 

<table>
<thead>
<tr>
<th>Introductory Institute</th>
<th>Advanced Institute</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Yes - 27</td>
<td>a. Yes - 10</td>
</tr>
<tr>
<td>b. As a supplementary method only - 3</td>
<td>b. No - 1</td>
</tr>
</tbody>
</table>
IF YES, DO YOU BELIEVE YOUR SCHOOL ADMINISTRATION IS ADEQUATELY INFORMED AND DISPOSED TO IMPLEMENT THE USE OF P.I. IN YOUR SCHOOL?

Introductory Institute

a. No - 16
b. Yes - 13

Advanced Institute

a. No - 4
b. Yes - 4

IF NO, LIST SEVERAL TYPES OF EXPERIENCES OR INFORMATION THAT YOU BELIEVE YOUR ADMINISTRATORS SHOULD HAVE IN ORDER TO ENABLE THEM TO IMPLEMENT THE USE OF P.I. MATERIALS.

Introductory Institute

a. Hold institute for administrators - 4
b. Hold workshops for administrators - 4
c. Have administrators actually program - 4
d. Value of programing - 2
e. In-service training for administrators - 1
f. Value of released time for teachers - 1
g. Information about behavioral objectives - 2
h. Share programs with administrators - 1
i. Have them observe children working with programs - 1
j. Technical aspects of programing - 1
k. Knowledge of equipment - 1
l. The philosophy of P.I.

Advanced Institute

a. Include them in an institute - 2
b. Hold workshops - 2
c. Information on objectives - 1
d. Value of programing - 1
e. Value of released time - 1
f. Value of individualized work - 1
g. Share programs with administrators - 1
h. Participants should spread the word - 1

WHAT WAS YOUR PRIMARY REASON FOR ENROLLING IN THIS COURSE?

Introductory Institute

a. To learn about P.I. - 21
b. To become a better teacher - 5
c. Professional improvement - 2
d. Job assignment - 1

Advanced Institute

a. To gain more knowledge about P.I. - 8
b. To be a better teacher - 3

WHAT WERE YOUR SECONDARY REASONS?
**Introductory Institute**

a. To visit the Southwest  - 6  
b. To make new acquaintances  - 6  
c. To keep up with modern trends  - 3  
d. Pay  - 2  
e. Course credit  - 2  
f. To learn about P.I.  - 1  
g. Employer suggestions  - 1  
h. Enjoy school  - 1  
i. No secondary reasons  - 8

**Advanced Institute**

a. Improve teaching techniques  - 2  
b. To determine if P.I. was applicable to my field  - 2  
c. To meet new people  - 1  
d. Additional college credit  - 1  
e. Was encouraged by employer  - 1  
f. To develop a skill  - 1  
g. Money  - 1  
h. None  - 1
INSTRUCTOR EVALUATION FORM

INSTITUTES ON PROGRAMED INSTRUCTION AND INSTRUCTIONAL SYSTEMS

____ Introductory  ____ Advanced

Please place an initial in ONE of the blanks for each instructor.

Instructor A  Instructor B  Instructor C

**KNOWLEDGE ▶ SUBJECT MATTER**

- Exceedingly well informed
- Adequately informed
- Not well informed
- Very poorly informed

**ATTITUDE TOWARD STUDENTS**

- Very helpful, understanding
- Sympathetic, interested
- Routine, neutral
- Distant, cold, aloof

**ATTITUDE TOWARD SUBJECT**

- Enthusiastic
- Rather interested
- Routine interest
- Uninterested

**ABILITY TO EXPLAIN**

- Clear and to the point
- Usually adequate
- Often adequate
- Totally inadequate

**PERSONALITY**

- Very attractive
- Satisfactory
- Neutral
- Conflicting

**OVERALL RATING OF INSTRUCTOR**

- Outstanding
- Better than average
- Average
- Below average
- Poor

**SPEAKING ABILITY**

- Excellent
- Satisfactory
- Adequate
- Poor
CONSULTANT, EVALUATION FORM

INSTITUTES ON PROGRAMED INSTRUCTION AND INSTRUCTIONAL SYSTEMS

____ Introductory  ____ Advanced
(please check one)

Please place an "X" on ONE of the blanks for each category. Write comments on reverse side of sheet.

<table>
<thead>
<tr>
<th>KNOWLEDGE OF SUBJECT MATTER</th>
<th>OVERALL RATING OF CONSULTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Exceedingly well informed</td>
<td>___ Outstanding</td>
</tr>
<tr>
<td>___ Adequately informed</td>
<td>___ Better than average</td>
</tr>
<tr>
<td>___ Not well informed</td>
<td>___ Average</td>
</tr>
<tr>
<td>___ Very poorly informed</td>
<td>___ Below average</td>
</tr>
<tr>
<td>___ Poor</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ATTITUDE TOWARD SUBJECT</th>
<th>ORGANIZATION OF PRESENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Enthusiastic</td>
<td>___ Well organized</td>
</tr>
<tr>
<td>___ Rather interested</td>
<td>___ Adequate, but could be better</td>
</tr>
<tr>
<td>___ Routine interest</td>
<td>___ Inadequate, distracting</td>
</tr>
<tr>
<td>___ Uninterested</td>
<td>___ Confused, unsystematic</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ABILITY TO EXPLAIN</th>
<th>OPPORTUNITY FOR DISCUSSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Clear and to the point</td>
<td>___ Ample</td>
</tr>
<tr>
<td>___ Usually adequate</td>
<td>___ Occasional</td>
</tr>
<tr>
<td>___ Often adequate</td>
<td>___ Too infrequent</td>
</tr>
<tr>
<td>___ Totally inadequate</td>
<td>___ None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPEAKING ABILITY</th>
<th>CONTINUITY WITH INSTITUTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Excellent</td>
<td>___ Well suited</td>
</tr>
<tr>
<td>___ Satisfactory</td>
<td>___ Somewhat appropriate</td>
</tr>
<tr>
<td>___ Adequate</td>
<td>___ Neutral</td>
</tr>
<tr>
<td>___ Poor</td>
<td>___ Very inappropriate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ATTITUDE TOWARD STUDENTS</th>
<th>LEVEL OF PRESENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Very helpful, understanding</td>
<td>___ Suited to participants</td>
</tr>
<tr>
<td>___ Sympathetic, interested</td>
<td>___ Completely above participants</td>
</tr>
<tr>
<td>___ Routine, neutral</td>
<td>___ Completely below participants</td>
</tr>
<tr>
<td>___ Distant, cold, aloof</td>
<td>___ Attempted to suit participants</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PERSONALITY</th>
<th>VALUE OF PRESENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Very attractive</td>
<td>___ Very useful</td>
</tr>
<tr>
<td>___ Satisfactory</td>
<td>___ Somewhat useful</td>
</tr>
<tr>
<td>___ Neutral</td>
<td>___ Of little value</td>
</tr>
<tr>
<td>___ Conflicting</td>
<td>___ Worthless</td>
</tr>
</tbody>
</table>
CONSULTANT EVALUATION FORM

METHOD OF PRESENTATION:

- Ingenious, creative
- Interesting, held attention
- Monotonous, dull
- Uninteresting, boring

OVERALL RATING OF PRESENTATION:

- Outstanding
- Better than average
- Average
- Below average
- Poor
RECOMMENDATIONS

While the Southwest Regional Media Center for the Deaf staff feels a great deal of satisfaction regarding the institutes, the following instructional and administrative recommendations seem in order.

1. If possible, admission to the advanced institute should be contingent upon previous attendance in the introductory institute.

2. Advanced participants should be advised to bring programed materials which they can use for developmental testing.

3. Before and during the preliminary planning meeting, the instructors and institute director should develop a statement of objectives and a general course outline to be disseminated to participants before the institute.

4. A reasonable reading list, including programed materials on programing should be sent to the institute participants for completion before arrival.

5. A thorough study of information required from participants should be made to simplify and consolidate forms to be completed by applicants and participants.

6. A full time Media Specialist should be available for the duration of the institute to assist the participants and the instructional staff.

7. More adequate provisions should be made for duplication and dissemination of materials developed by institute participants.

8. The stipend position should be redistributed resulting in 28 positions for the introductory institute and 14 positions in the advanced institute.

9. Consideration should be given to methods of providing a more representative sampling of deaf students for use by participants in developmental testing.

10. Guest lecturers should be contacted as early as possible, and should be advised of course content and progression in order that their presentations be better integrated.

11. Guest lecturers should not be engaged for the first week of the institute.
12. Biographical and professional information regarding each guest lecturer should be distributed to participants prior to his presentation.

13. Fewer guest lecturers should be engaged and the average time for each consultant should be increased.

14. Participant evaluation of guest lecturers should be considered in making future selections.

15. Planning should continue to include a social and a feedback committee.

16. Social activities should be planned for the wives of instructors and participants.
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0 = Schools represented at the 1968 Institute
X = Schools represented at the 1969 Institute