



SHOULD A PARENT DO THIS?

***TV or NOT TV?:
How to use media to
start a path of success
for your child***

Ben Todd Eller

Dr. Todd Eller

Chapter One: TV or Not TV?

Congratulations. If you're reading this book, you are most likely a parent. I do not need to tell you how amazing, how exhausting and how important this most important job in your life is. Being a parent in the 21st-century seems more complicated than ever. There is so much pressure on dads and moms to prepare their infants for life. Every day we see in the news more dangers and more stress for children and parents alike. Parents are taking their children to school at an earlier age than ever before. Studies have shown that children are busier than ever as well. Parents are teaching their children different languages, sports, mathematics and engaging them in extracurricular activities at infancy. Certainly many of these activities can be very healthy for infants and older children. However, we here at BabyFirst believe that parents can sometimes get so overwhelmed it is difficult to always know what to do. We do not claim to have all the answers in this book or at BabyFirst. However, we do want to provide you with some educational tools and guidelines that will help assist you in raising your baby in a more educational environment and to create better communication between you and your infant. We are very pleased to offer educational tools that have been proven to be useful for infants between six months and three years of age.

Quick Story

CAN WE TAKE HIM BACK?

As a child, I loved television. Growing up in East Tennessee, there were two things to do. You could play outside or watch television. My older sister was more active, constantly running around and had little time to view what was on the tube. When I was born, my sister was five years-old. I, of course, cried and cried the first night my Mom brought me home. In the middle of the night, my sister walked into my parent's bedroom and said "can we take him back?" As I

grew, my parents would scold me for playing too much outside and for watching too much TV. There was no way to win. At first, we only had three stations which were NBC, ABC and CBS. There was also public access, but when you are ten years -old, public access no longer counts for anything. Only when you are six years-old or younger does *Sesame Street* come into play. When I was twelve years-old I was obsessed with the television series *Batman* starring Adam West as the Caped Crusader and Burt Ward as Robin. My favorite episode was when Catwoman drugged Robin which turns him evil. Robin beats up Batman and is very possessive of Catwoman's assistant Kitty Cat. As a youngster, I could not believe that Robin would ever turn against Batman and was extremely concerned. Every episode would end with Batman in a horrible predicament and about to die. One episode was of great concern for me when I was 10 years-old. The Riddler tied up Batman and Robin and was slowly lowering them into hot wax to make candles of them both! This program ended with the narrator announcing *Will Batman wax serious? Find out tomorrow, same Bat Time, same Bat Channel!* The only problem I had as a ten year-old was that I could not wait to find out what happened. It was Friday, and I would need to wait until Monday to find out how my favorite superheroes escaped.

Thankfully, I had a solution to my problem. I would simply put myself in the same precarious situation, and I was sure that I would be able to come up with an escape plan. I could not figure out how to make a big barrel of hot wax so I figured that fire would be just as good. Just a small fire would do the trick. There was a field of tall grass next my neighbor's house. It was summer and very dry. So I figured no one would see me. My next problem was that I could not figure out how to tie myself up. I thought about asking Jimmy or Greg, but they might have told parents what I was up to. So, I decided to just light the matches I stole from my Dad's garage and pretend I was tied up. Obviously, the entire field became a huge blaze, and I was

lucky to have escaped unharmed. The fire department came, the neighbor's came over to my house explaining to my father what had transpired. The conversation I had with my father had with me I still remember to this day. My father was a professor of education and very concerned about me at the time. He figured I might amount to the status of a janitor or perhaps even working in a fast food restaurant if I am lucky. My sister was eaves dropping and promptly asked my parents *can we take him back?*

Unhealthy Television

It is only fair before I talk about the advantages of media and television for babies that I also cover the very real concerns about television and children. There are a multitude of studies that show that many television programs are quite unhealthy for children and infants. As an educational psychologist, many parents have asked me *isn't a better if children don't watch TV at all?* We certainly believe that children watch far too much television. According to a University of Michigan study, children spend about four hours a day watching TV. That is about 1200 hrs of television per year. Many infant care facilities will actually use television to help take care of the babies at their institutions. Amazingly, children will actually watch more television than hours spent at school. The average number of hours for a student in the school year is only 900. Most children will spend 300 more hours watching TV.

According to a Columbia University study, children who watch violent television are more likely to be violent and aggressive as adults. This study tracked 700 boys and girls over 17 years. This study accounted for factors such as family income, psychiatric disorders and childhood experiences. Boys showed the most violent tendencies at about 14 years of age. Females actually showed violent tendencies as adults at age 22 to after years of watching inappropriate programming as youngsters.

This study is not surprising because children are very impressionable. These impressions can last until adulthood. The Lion & Lamb Project in Bethesda, Maryland determined that there is an average of four to five acts of violence per hour on typical TV programming. Unfortunately, the average cartoon has about 20 to 25 violent acts per hour. When you add it all up, the average child views over 100,000 acts of violence by the time they graduate from elementary school, and they will have viewed over 8000 murders on television. This, of course, is not true of all children. Many parents now are very careful about the type of programming that their children watch. There are also technologies that allow parents to block violent television when they purchase certain types of technologies and cable systems.

In a study by the Kaiser Family Foundation entitled *Thought, Television Food Advertising to Children*, the researchers found that TV can also be harmful to children's health due to advertising of poor foods. The report found that children view over 18,000 ads a year on average and slightly more than a third of those ads are for candy and snacks. Another 28% are for serial and 10% were for fast food. Of the nearly 9000 ads reviewed, none of them endorsed fruits and vegetables. According to the International Journal of Pediatric Obesity, the number of overweight children in North and South America will be over 50% by the year 2010. This is a dramatic increase than just from a few years ago according to many studies including the American Pediatric Association. There are several reasons for this dramatic jump in overweight children. However, one the main reasons is the vast power of advertising and television pushing very poor nutrition and foods full of sugar on parents and youngsters.

In a study conducted by Lipscomb University, several children's programming was evaluated on its educational and potentially harmful content. It was concluded that the type of pacing and editing of these programs has a significant impact on the children who view them.

Several variables were studied including: “frequency of camera cuts, frequency of related scene changes, frequency of unrelated scene changes, percentage of active motion, percentage of active talking and percentage of active music.”

The methods and percentages of these types of pacing and editing were key to the influence of attention gains or attention problems by the children who view these programs. TV shows such as *Pokémon* were seen as potentially harmful. However, programs such as *Sesame Street* and *Mister Roger’s Neighborhood* were seen as more beneficial.

Dr. Elwood Watson of East Tennessee State University gives us some discussion on the influence of media.



Biography

Elwood Watson is a full professor of History, African American Studies and Gender Studies at East Tennessee State University. He is the co-editor of four anthologies. He is the co-editor *There She Is, Miss America: The Politics of Sex, Beauty and Race in America’s Most Famous Pageant* (Palgrave MacMillan, 2004) and *The Oprah Phenomenon*. (University Press of Kentucky 2007) He is the sole editor of the anthology *Searching the Soul of Ally McBeal: Critical Essays* (McFarland Publishers, Fall 2006) and his latest anthology *Pimps, Wimps, Thugs, Studs and Gentlemen: Essays on Media Images of Masculinity*, (McFarland Publishers Fall 2009). He has a forthcoming co-edited anthology *Performing American Masculinities: The 21st Century Man in Popular Culture* (Indiana University Press, Fall 2010) His book *Outsiders Within: Black Women in the Legal Academy After Brown v. Board* was published in 2008 by Rowman and Littlefield. He is the author and co-author of two award winning articles “A Historical Chronology of the Plight of African Americans: Gaining Recognition in Engineering and Technology,” published by the *Journal of Technology Studies* and “The Miss America Pageant: Pluralism, Femininity and Cinderella All In One,” published by the *Journal of Popular Culture* and several other scholarly articles. He is currently working on an anthology that examines looks at Generation X academics and a second book that explores the issue of cosmopolitan racism.

The Overt and Subliminal Power of Media on Youth Culture

There are those who argue that what we witness on television is largely harmless and should not be taken too seriously. We should be very cautious about adopting such an approach. The fact is that the media is a very seductive and powerful force in all our lives. Whether it be magazines, fiction, radio, music television, the internet or other medium, the power of communication cannot be underestimated.

While I would argue that much on television is fictional and should be viewed as such is a relatively sensible approach for adults to take; the fact is that we cannot expect children or some young adults to have successfully mastered such a sophisticated approach in their viewing and listening habits

I believe it is safe to say that many adults have/had difficulty in discriminating in deciding on what is suitable and inappropriate in their viewing, radio listening and reading history and fall victim to making less than stellar choices. I know that I have wrestled with such a dilemma and occasionally still do so. That being said, there is no reason for me to harbor any illusions that a human being who is less than 15 years of age, let alone age 10 or younger would have the maturity to discern what is appropriate to view.

To be certain, there are more than a few young children and teenagers who spent far too many afternoons glued in front of the television sets watching tawdry, retrograde episodes of the Jerry Springer Show and other sex laden filled "reality shows" programs on *MTV*, *E-Television* and other similar networks. This is coupled with the infatuation of certain types of music lyrics and videos cluttered with multiple scantily clad women, almost as many bared chested dancing and gyrating all over the screen with alcohol along with action packed, programs that frequently showcase gory, sadistic violence that would make even the most callous, earthy, wanton human being blush.

Due to this fact, I believe that it is incumbent on those who are a part of the media industry (especially those whose audiences cater to youth such as *ABC Family* and *Nickelodeon* to name just two networks to make a valiant effort to produce entertaining, yet tasteful programming so that children can develop and internalize suitable messages.

The level of violence, promiscuous sex, and less than model behavior in certain segments of television, in movies and in music must be reexamined and reduced voluntarily as it will do considerable damage to the mental and moral psyche of our youth.

Why kids watch so much TV?

The reason that children like to watch television is pretty much the same reason that adults like to watch television, because it is fun. Of course, it has been shown that children like different types of programs than adults. If you ever turn on your television Saturday morning on one of the main stations such as CBS and ABC or NBC, you will find that the television programs are much different than the ones that appear in the evening. Infants and younger

children mostly like cartoons. Very young children actually see the world differently than we do. Their eyes are developing and viewing bright colors especially primary colors are extremely attractive to them. Also, believe it or not, it has been proven that children actually like to learn. This is difficult for many parents to believe when many children often refuse to do their homework. However, many parents can remember when their child would ask many, many questions. Questions such as: *Why is the sky blue? Why is the grass green? Why do I have an older sister? Where do kittens come from?* etc. Many cartoons actually do teach a lesson. Programs like *Sesame Street*, *Mr. Roger's Neighborhood*, and *The Electric Company* have live action and cartoons that teach lessons and are some of the most popular children's programming ever produced. Because children actually do enjoy learning lessons in a fun and creative way, these programs have been around for decades. A final reason that children love watching television includes the fantasy world that these programs create. Most children's stories such as *Little Red Riding Hood*, *The Three Little Pigs* and *Green Eggs and Ham* all involve worlds of fantasy. Children love to pretend and love to create fantasy worlds for themselves. *Walt Disney* is the most successful children's movie studio in history making billions in profits. Their movies from *Snow White*, *Cinderella*, *Toy Story* and *Finding Nemo* all involve fantasy worlds. Children love to play make believe. I'm sure that you remember what favorite character you liked to dress up as for Halloween. The same reasons why children love to pretend to be Batman or a princess are the same reasons they love to watch children's programming that create imaginary worlds that they can enjoy.

Please Keep Reading

Now that I have shared with you so much negative information about television, you might be thinking: "Why in the world would I ever let my child watch TV?" Well, the answer is

simple: we here at BabyFirst have just as many concerns about television as you do. Therefore, we asked ourselves: *is there something inherently bad about television for children or is it simply the types of programs they watch?* Believe it or not, at one time, many parents believed that books were bad for children. At one time telephones were also seen as a huge distraction or something that could be extremely bad for families. It is certainly true that certain books and too much telephone usage can be harmful for children. However, it is also true that sometimes books can be extremely good for youngsters and when used correctly, telephones can be very valuable for kids as well. For instance, it is probably not a good idea to allow a youngster to read *Tropical Cancer*. Even though this is a classic novel, the adult content of this book would not be appropriate for a young child. It is also not good to allow a child to speak on the telephone with his friends for hours when homework is due. On the other hand, when a child is learning to read a book such as *The Cat in the Hat* or *The Little Engine That Could* as instructional tools can be quite beneficial. Also, a son talking to mom when she is on a business trip can be a good use of the phone.

Books are simply words and pictures. When these words and pictures are age appropriate, they have proven to be quite educational for infants. Television is simply words and pictures and sound. So again, we asked the question:

Why does words + pictures = education, but words + pictures + sound = harm?

This added element of sound did not make sense to us. Why would sound suddenly create such a harmful effects on children? The evidence is certainly clear about parents looking at their babies and speaking to them as often as possible. Infants learn how to speak, communicate more effectively and enhance their academic skills when parents and loved ones would speak and read to them. As we researched further, we also discovered that on average,

children who watch educational television do better at school than children who do not. The answer suddenly became clear. It completely depended upon the type of television that children were watching. This tends to be true in just about everything in life for a child. If a child reads the wrong books or has poor parents or goes to a poor school, this child has a far less chance of doing well in life. However if a child reads the right books and has good parents and goes to the right school, this increases the chances of a child being successful in life. This all sounds obvious, but there is a great deal of confusion when it comes to children's television. In short, some of these programs are good for kids and some can be harmful. There are very specific reasons why this is. The good news is that educational television can actually enhance your child's interest in academic activities, promote learning and improve communication skills.

B+ is Better than Failing

Television has saved me in my youth and as an adult. When I was eight years-old, my teacher taught us sign language. I got distracted very easily as a child and did not engage in the subject matter at all. At the end of class, the teacher asked us to share what were our favorite signs. Luck for me, I had just seen an episode of *Sesame Street*. I simply showed the signs that I learned from that program. I received the highest score in the class, and I even knew signs that the teacher did not show us. The teacher was shocked. She asked *how did you know signs that I did not teach you?* I replied *I studied other signs on my own because I want to learn as much as I can*. The teacher told the class that they should follow my example and look to me for inspiration. I scolded the other students telling them *stop being so lazy!* Years later when I was graduate school, I took an education class on the American Indian. A fascinating topic, but the teacher required the students to read a book every week. I was going to school full time, and I was working full time. Reading a book every week during this class was pretty much impossible.

Our final was a full report on all the books that were supposed to have read. This was 12 books, plus lectures, plus journal articles, and we were required to bring in additional references. My other classes were difficult, and I got very busy with work. Needless to say, I used these very convenient excuses to not read the books, and not work on my report. There were two days left until the final was due. Doom was awaiting.

This was during the days that TIVO had yet to be invented. For some reason, my VCR would not record television shows past channel 29. Do not ask me why. I wanted to record a program that CNN was showing which was a documentary about the American Indian with some of the authors from the books that I was supposed to have read. The show was during a final at my college so I could not watch it. I went to my college friend's place. There were old pizza boxes on the floor, plates in the sink that had not been cleaned for decades and two cats running around who seemed to run the place. My friend was an electronic genius, and I explained what I needed. He gave me a long explanation as to why it is usually impossible to record on a VCR past channel 29. I did not understand it. He proceeded to hook up a VCR to his television with cables going everywhere. The cats certainly enjoyed this activity as every time a cable would move, the cats attacked it with all the commitment of a noble knight protecting his palace. My friend screamed at the cats, but his cries were ignored. I was sure that this whole endeavor would fail.

The next day, I came back and got the videotape of the program. The cats were very curious about it, but I managed to survive. The videotaped program was full of statistics, fascinating stories and specific information from some of the authors from the books of the class. I was able to write a twenty page report for my final. The next day, myself and one other person were the only ones who turned in the reports on time out of 14 students. The professor was

furious. The other students explained that the material was simply too long. The professor told the class that they are graduate students and should be ashamed. He further explained that they will have a very hard time making it in the real world and there no excuses. He went on to say heavy penalties will be given to them all. I was told by other students that the professor was notorious for giving low grades anyway, and this was not a class I should have taken. I received a “B+” for the course and felt lucky to get out of it with my life.

PROVE IT!

Like any good scientist, whenever I make a claim I need to back it up with empirical evidence. Just as there is a great deal of evidence that violent television or poor children's programming can be harmful, there is just as much evidence that educational television can be quite beneficial to infants and older children. Poor food, poor education and poor parenting are all harmful to children and so is poor television. Nutritious food, quality education and good parenting are all beneficial to children. It is exactly the same with TV and media. When these variables take into account the scientific evidence of how to help children, youngsters can benefit socially and educationally.

The most popular educational television program for children is *Sesame Street*. This program that offers educational television for children three years and older has been studied by many different institutions and educational psychologists. The Children's Television Workshop in New York conducted a comprehensive review of some of the major studies on this program. The results were clear. Children who watched *Sesame Street* scored higher on achievement tests than non-viewers, showed cognitive gains in several social and academic areas, and viewers were rated more highly prepared for school by teachers than non-viewers. This was also true of

foreign students. The research also showed that children benefited in pre-reading skills and school readiness in the

United States, Australia, Canada, Mexico, Israel and Turkey. The limitation of *Sesame Street* is that the program targets children three years and older and there isn't very much content for infants.

In a study by the Public Broadcasting Foundation of Northwest, Ohio, an examination of *Mr. Roger's Neighborhood* show positive results for both educators and children. This program also targets children three years of age and older, and the study concluded that the program enhances children's emotional development and was a useful tool for child care teachers. These findings are in keeping with other research institutions as well. The Research Center for Families and Children state that moderate viewing of educational television can be beneficial to youngsters. The Family Education Network has stated that programs such as *Blues Cues* and *Big Bag* can promote pro-social behavior.

It is beneficial to understand some of the studies conducted by educators and scientists. However, what about what the parents believe? In a study by the Henry J. Kaiser Foundation, parents were given the opportunity to evaluate for themselves the impact of educational television on their children. The findings included that a high number of young children are using new types of media in the home including games and computers. Four to six year old children were using computers around 70% of the time. Many parents saw media and educational TV as an important medium for their children that enhance their academic and social abilities. The parents agreed that television has an impact on their children's behavior and that this influence overall has been positive due to the educational content of the programming their youngsters watch.

One of the most empirical studies was conducted by the US Department of Education. *Arthur* is a book based educational program for children ages four to eight was investigated on its educational effectiveness. One-hundred and eight kindergarten Spanish speaking English-language learners were randomly assigned to a control or experimental group. The experimental group watched three episodes per week of *Arthur*. 54 episodes in total were watched by the experimental group. The findings demonstrated that the program had a positive influence on the English learners.

Most of this research studies children that are over three years of age. However, there are scientists that have conducted research on infants. The University of Alabama found that 2 year olds actually learn words from videos as well as a live speaker (Allen & Scofield, 2010). Georgetown University found that 12-21 month olds actually paid more attention to television viewing instruction than live demonstrations (Barr et al 2007). Infant and Child Development conducted a study that showed when parents co-view with their 12 to 25 month old children, these infants could learn significantly (Fender et al, 2010). Dr. Mendelsohn (2010) of New York University Department of Pediatrics headed a study which demonstrated that media verbal interactions for 14 month olds can have direct positive impact on language development.

What about BabyFirst?

We are not claiming that BabyFirstTV is the secret to all of your parenting problems. However, we are proud of the fact that we can offer highly effective and extremely safe educational tools for your youngsters. We are in fact creating audio books for your child and programs that give medically and psychologically proven techniques for parents. With all the violence and nonsense that is on television these days, we wanted to offer a proven beneficial place for parents to go to help them in interact and educate their children. It is our goal that after

you have read this book and use our products that we will enhance the educational development of your child and help produce more positive communication between you and your youngster.

And yes, BabyFirstTV has been studied. The University of Montevallo supervised four studies on BabyFirstTV content including DVDs and online instruction which is called BabyU. The University received no payment for their participation to ensure lack of bias. The first study had a population of 60 pre-school children average age of 2.8 years. All of the children were pretested on sign language knowledge before instruction began, and the results indicated that the children had no knowledge of signs at the beginning of the experiment. Children were then randomly assigned to either a traditional instruction group or an educational television group. Both groups received two sessions of instruction by certified language instructors in pre-school classroom settings. Children were divided into groups of five and taught ten signs as (American Sign Language). The traditional group received instruction from the instructor only. The educational television group received instruction from a teacher with the assistance of a BabyFirst DVD. Both groups received the same amount of time of instruction. The results showed that the educational television group did significantly better on post-test scores (P value equals 0.0367).

BabyFirst also conducted a study using BabyU. Once again, 60 children participated and this time we went to the homes of these children with parent participation. Children were given pre-tests in the area of math, and parents gave instruction. Thirty children received instruction by a parent without the assistance of BabyU using written materials only and thirty children received instruction by a parent with the assistance of BabyU. Once again, the BabyU group had significantly higher scores in post-test results (P value equals 0.0453).

Both experiments were duplicated for autistic children with the exact same number in population in each group but with an average age of 8.2 years. Both studies showed significantly higher scores for the DVD and BabyU groups with P values equaling 0.0481 and 0.3867 respectively.

Some of the main reasons for the results include that mainstream children were more attentive to the DVDs or BabyU materials. These materials show babies and cartoons which children are naturally drawn to. The instructors reported that the children were on-task 68% of the time during the traditional lecture instruction. However, the educational television group were on task 87% of time. In terms of the autistic children, the instructors reported that the children self-stimmed or had tantrums in the traditional instruction group 54% of the time. With the educational media group, the children engaged in these behaviors only 31% of the time. Autistic children have a history of being more naturally attracted to media devices to communicate given their discomfort with people. On October 23rd, 2010, *60 Minutes* on CBS aired a story about how autistic children are able to communicate easier using Ipad. Such devices are able to enhance some children's abilities.

Chapter Two:

History of Educational Television and Media

Quick Story

REMARKABLE

My earliest memory of realizing how television can truly affect our behavior was Bill in the 4th grade. Bill loved the show *Welcome Back Carter*. There was a character on one of the episodes that kept saying “remarkable.” During gym class, anytime the teacher said something like “this is how you throw the ball” or “this is how you run to the base”, Bill would say “remarkable.” Bill said “remarkable” about 100 times that day, and the teacher was so angry she ordered Bill to go home and write down “remarkable” one thousand times and bring it back to school. Bill took his orders and wrote down “remarkable” one thousand times and handed the sheets of paper to the teacher. Bill then asked “do you want me to recite the words?” The teacher said “no!” Bill then said “that is re-, very interesting.”

A Brief History of Television

The influence and history of television and educational media has been nothing less than tremendous. However, its beginnings were quite modest. A 20-year old German university student by the name Nipkow proposed patented the first electromechanical television system in 1884. Constantin Perskyi had coined the word *television* in a paper for the International Electricity Congress at the International World Fair in Paris on August 25, 1900. By 1907 the first demonstration was given by Georges Rignoux and A. Fournier in Paris in 1909, using a rotating mirror-drum as the scanner, and a matrix of 64 selenium cells as the receiver. John Logie Baird and Charles Francis Jenkins created the first mechanical television systems that produced real television images in the mid 1920's.

Charles Jenkins formed the first television station in the United States on July 2, 1928, and began broadcasting this same day. The station was W3XK in Wheaton, Maryland. Jenkins's first program was a ten minutes of a revolving windmill. Jenkins later created the Jenkins Television Corporation in New Jersey to manufacture Radiovisors and radiovision receivers. De Forest Radio purchased Jenkins Television Corporation and later sold the Jenkins component of the company to RCA. RCA ended the mechanical television age and formed the electronic television era.

The first television programs were being broadcast in the United States in 1931. Seventeen stations were in existence from New York, Boston and even Iowa and Kansas. Several manufacturers were selling sets. Murray Mercier was one of the first people to watch television and even developed his own set. His story was reported by the Ohio State Journal (see below).

FIRST TELEVISION SERVICE STATION OPENED



M. J. Mercer, left, is shown at the power control of his television equipment, while his son, M. J., jr., is operating the "scanning cabinet." The mirror-like disc in the center of the cabinet is the "eye" of the television in which scenes are brought long distances.

REMEMBER how the folks thrilled and exclaimed "Will wonders never cease?" when they saw their first magic lantern exhibition?

Those wonders haven't ceased, and if you hearken to M. J. Mercer of the M. J. Mercer Corporation, 674 N. High St., you'll be convinced that bigger and better wonders are yet to come.

For instance there's television, on which M. J. and his son, M. J., jr., have been experimenting for more than two years. Already they have achieved success in developing an instrument that outdoes the magic mirror of storybook fame by showing a scene radiocast from another city hundreds of miles away. This is not to be confused with telephoto which reproduces the picture on paper. Television is instantaneous. For instance one can watch a prize fight or a wedding ceremony in Pittsburgh. It reproduces the scenes as rapidly as they change, the same as a mirror would reflect them.

Mercer foresees the day when television will bring the happenings of the world and throw them upon a screen, even as moving pictures are brought today—and with sound accompaniment.

The "vision" which the Mercers now get in the television scanning cabinet are about two inches square.

The M. J. Mercer Corporation is opening a business at 674 N. High St., where it will merchandise radios and furnish general radio and television service. The radio service includes short wave radio.

This is the first television service opened in Columbus, and perhaps in the country.

The Mercers have done their laboratory work in a room at their home, 733 S. Park Ave. Junior, a senior at Central High School, last year took highest honors as a mechanical draftsman.

On July 1st, 1941 commercial broadcasting was authorized by the FCC to start on this date. WNBT later to become NBC also changed television forever by broadcasting the first ever commercialized programming. Only 4000 sets around the country were tuned in as TV was a one time a large luxury. So, on July 1st, 1941 at 2:30 pm WNBT broadcasted a game at Ebbets Field between Brooklyn and Philadelphia, followed by the P&G sponsored "Truth or Consequences" and "Uncle Jim's Questions Bee." The first commercial was that of the Bulova Watch Company. The company paid \$9 to WNBT for a 20-second spot aired before the baseball game. It displayed a Bulova watch over a map of the U.S., with a voiceover of the company's slogan "America runs on Bulova time!"



RCA TRK-12

World War II and the Great Depression a decade earlier left America fatigued and hungry for some innocence. Therefore, in the late 40s television took the direction of family and children's programming. Popular shows included *Howdy Doody* on NBC which was actually a children's show that remained on the air until 1960. *The Ed Sullivan Show* and *Melton Berle* were huge hits which were had comedy skits, guests and live music.



Howdy Doody first aired in 1947

Television ownership in 1939 was less than 7000. Television equipment sales was actually banned in 1942 until the remainder the war. However, in 194 , the World Series was broadcast and millions of Americans watched mostly from bars since few had a television of their own. Later, a young comedian by the name of Melton Berle is heavily credited for the huge spike in television sales. His program debuted *The Texaco Star Theater* debuted in September of 1948. Television purchases more than doubled to two million by 1949. Berle's program was number one in the Nielsen ratings with over an 80% share.



Milton Berle with Marilyn Monroe

1950s

The 1950's saw great growth with television ownership. In 1950, 5 million Americans owned televisions, by 1955, the number had grown to 30 million. The most popular shows of the day included *The Texaco Star Theater*, *Arthur Godfrey's Talent Scouts*, *I Love Lucy*, *Jackie Gleason*, *The \$64,000 Question*, *The Ed Sullivan Show* and *GunSmoke*.

Television always was able to produce new and exciting shows and innovations for the audience. Up until 1958, television was seen in black and white images. However, NBC decided to give birth to the first color broadcast. The World had already gotten a taste of color images with movies. *Snow White and Seven Dwarves*, *Gone with the Wind* and *The Wizard of Oz* were

all released in the 1930's in vibrant color. Naturally, the audience was very hungry for colorized television. Therefore, NBC on October 17th, 1958, color TV was entering the household with the first colorized program entitled *An Evening with Fred Astaire*.

However, television had its controversies from the very beginning despite the overall innocent program it produced. Elvis Presley appeared *The Milton Berle Show* on June 5, 1956 and performed *Hound Dog*. His hip and leg movements created a storm of controversy. The press highly criticized Elvis calling him "vulgar." Elvis Presley later appeared on the Steve Allen's *The Tonight Show* during this period and the program showed Elvis Presley wearing a white bow tie and black tails and singing *Hound Dog* to a live basset hound for comedic effect. However, Presley's hip movements produced such uproar at the time, Presley would later only be filmed above his waist in later broadcasts.



Elvis on Milton Berle

Steve Allen himself created great controversy when one night on his program he had no guests and no jokes. He simply took the time to explain to the American audience about the how powerful and evil the American mafia was at the time. His sponsors were furious and Steve Allen received death threats.

Jack Paar was also a host of the *Tonight Show* and in 1959, and was part of one the most controversial moments in the history of T.V. NBC decided to censor a joke of Paar's. The

involved a woman writing to a vacation resort asking about the availability of a "W.C." The woman used that term to mean "water closet" or bathroom, but the gentleman who received the letter misunderstood "W.C." to mean "wayside chapel" or church. A decision to censor the joke so angered Paar that the next night that he announced on the air that he was leaving the show, saying "I've made a decision about what I'm going to do. I'm leaving *The Tonight Show*. There must be a better way to make a living than this, a way of entertaining people without being constantly involved in some form of controversy." After finishing this monologue, Paar walked offstage, leaving his announcer Hugh Downs to finish the show for him.

Less than a month later, Paar was convinced to return. On March 7 he opened his monologue with the now-famous line, "I believe the last thing I said was 'There must be a better way to make a living than this.' Well, I've looked and there isn't."



Jack Paar

Game shows became extremely popular during this time and also caused its own controversies. In January 1957, Van Doren entered a winning streak that ultimately earned him more than \$129,000 and made him a television star. He even made the cover of *Time* on

February 11, 1957. His career ended in disgrace when his confession to congress came out. The movie *Quiz Show* starring Ralph Fiennes and directed by Robert Redford made this story even more famous. The movie explores if television or America has changed. Television had already seen a great deal of highs and lows in the 1950s.



Charles Van Doren on the cover of *TIME*

Television did have some minority stars including *Hattie McDaniel* who had won an Oscar for the film *Gone with the Wind*. From 1950 – 1953, the TV series *Beulah* which was about a woman who was the *Queen of the Kitchen* who could solve problems. The NAACP highly criticized the show for being stereotypical.



Poster from the *Beulah Show*

1960's

By the 1960s, just about every middle class American owned a television set. The variety and comedy shows of the past were now replaced with more fantasy programming. *Bonanza*, *Bewitched*, *The Andy Griffith Show* and *Gomer Pyle* were some of the most popular shows of the day. *That Girl* starring Marlo Thomas was the first program of single woman living on her own. The show did not cover too many political or controversial topics, but it was the first to recognize that women could live on their own.

1970s

The 1970s saw great changes in programming. The 50s and 60s were dominated by very innocent content such *I Love Lucy* and *The Andy Griffith Show*. The 70s saw a great change with the most popular program being *All in the Family* starring Carroll O'Connor. The show covered highly political topics such as women's rights, racism, war, violence towards women and even homosexuality. I personally had the great pleasure of knowing Gail Kennedy who worked on the program. She stated that the show was allowed to change the script and even improvise content which allowed for more provocative and political statements.

Other programs included *Mash* which was one of the most popular television series of all that first aired on September 17th, 1972. This series was a comedy set in the Korean War. This

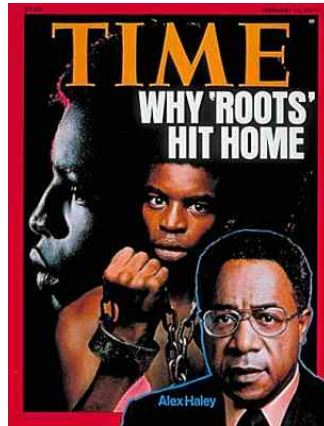
program being aired during the Vietnam Conflict and was highly ant-war and greatly poked fun at the incompetence of the U.S. Government and Military. Stories included children being killed, interracial marriages, government corruption, war profiteering and alcoholism. Strong, independent women were shown more in this decade with programs like the *Mary Tyler Moore Show* and *Police Woman*. These women were seen as successful career-minded individuals giving orders to men. African-Americans families were also depicted with programs like *Good Times* which was about an African-American family who lived in the Ghetto dealing with unemployment, healthcare bills and neighborhood violence. The program had an all black cast and was a hit at the time. *Sanford and Son* and *The Jeffersons* were other shows to have African-Americans in the cast for the first time on TV,



Original Cast of *Good Times*

Other types of television were created during this time as well including the popularity of the mini-series. By far, the most popular of the time was *Roots*. ABC aired the first episode of its 26-hour miniseries on January 23, 1977. The mini-series gives a detailed historical account of the

African-American from Africa to slavery to freedom. The January 30 installment becomes the third most-watched TV program in history, earning a 51% rating.



Time magazine cover of *Roots* TV Miniseries

Americans are reacting negatively toward television during this time as well. Rev. Donald Wildmon, A Mississippi minister and his organization The American Family Association, organize a national "Turn Off TV Week" in February of 1977. However, the Reverend had little success as television continued to grow and grossed \$7.5 billion in advertising or 20% of all U.S. advertisements.

1980s

The 1980s showed a huge explosion in programming with the true birth of cable and movie stations. Cable was already in existence, but the movie stations Showtime and HBO demonstrated a new potential for television viewers. Because these stations were not public, viewers could enjoy movies and sports without censorship.

HBO became the first TV network to deliver signals by satellite when it showed the boxing match between Muhammad Ali and Joe Frazier famously referred to as the *Thrilla in Manila* on September 30, 1975. However, it was not until December 28, 1981, that HBO

expanded its programming schedule to 24 hours a day. The programming included unedited movies, adult programming, sports and even children's programming.

Showtime is another network that offers unedited movies, original programs and adult entertainment as well as sports. It exploded in the 1980s.

Also, the Billionaires started to create their own personalized stations. In 1980, Ted Turner unveiled the Cable News Network (CNN). He also created the Turner Broadcasting System (TBS), Turner Network Television (TNT) and Headline News. Rupert Murdoch paid a billion dollars for Twentieth Century Fox and with the help of Barry Diller created TV's fourth network, Fox. On September 7, 1979, ESPN or *Entertainment and Sports Programming Network* started with the debut of SportsCenter. This 24 hour day sports network became extremely popular in the 1980s and remains very successful to this day.

According to the Nielson Ratings, 82% of American adults watched television daily in the 1980s, and the average household had the television set on for seven hours a day. In 1980, *60 Minutes* was the number one show. From 1986 to 1990, it was *The Cosby Show*. These popular programs as well as these new cable station changed television dramatically, but perhaps not as much as something called the remote control.

The Remote Control

The first remote control was invented by Zenith Radio Corporation in 1950. It was called *Lazy Bones* and was connected to the television set by a wire. In 1955, a wireless remote control called *Flashmatic* was developed.



(One of the first advertisements for the remote control)

In 1956, Dr. Robert Adler of Zenith television invented the idea of using "ultrasonic" or a high-frequency sound for a tv remote control signal. Over 9 million units were sold. There was an added \$100 cost for this device, but sometimes families complained that their dog would bark when this device was used. This was due to a dog's ability to hear the ultrasound.

By the 1980s, remote controls were invented with infrared beams or low-frequency lights. Soon, every television had a remote control with no increase in price. It quickly became the standard for television viewing. This changed the way television programming was produced. In the old days, the television public would be required to actually get up and change the station which took some effort. With the remote control, the audience could flip through programs very quickly. If a program did not immediately keep a person's interest, then the remote was used to find a more provocative show.

1985 was the first year when more sets were had remotes than not. The term "channel surfing" became well known. TV became faster, the lines were quicker and the content more controversial.

Television responds very effectively. TV quickly has programs with sex, murder and mystery. One of the most popular programs of this decade was *Dallas*. A primetime soap opera with the entire nation trying to guess which character shot JR portrayed by Larry Hagman. There were “Who Shot JR?” t-shirts and major newscasts ran stories about this TV mystery. In 1980, Over 50 million Americans watched the show to find out who the culprit was.

In the same year, MTV or Music Television is created. This 24 hour a day network aimed at the very low attention span teenage audience, showed music videos with graphic sexual lyrics and images. Musicians such as Madonna, Prince and Michael Jackson generated billions for the music industry with great controversy. Teenagers throughout the world viewed this network and still do to this day.

In 1983, the most watched program in TV history was shown. The final episode of *Mash* entitled *Goodbye, Farewell and Amen* was seen by over 125 million viewers. The advertising of the program being the final show was greatly promoted by the network.



Cast of final episode of *Mash* (most watched program ever)

Commercials had to change their ways as well with the invention of the remote. They needed far more provocative and clever. In 1984, during the Super Bowl, Apple Computer ran an

ad entitled *1984* symbolizing the book by George Orwell. The ad was a major success and changed the way advertisers did their jobs as this commercial helped create the Macintosh boom.

Television itself was also not enough for this new demanding 80's audience. VCRs were in 60% of the households in 1988. Audiences could control more than ever had the ability to control what programs they watched and when. In 1989, pay-per view was created. For a fee, audiences could watch special television events.

There were different forms of pay-per view, but it was in 1985 that two satellite distributed national PPV services debuted to the public. Viewer's Choice was launched on November 26th, 1985, and Request Television was launched one day later.

The first major pay-per-view event was on September 16, 1981 that aired the boxing match between Sugar Ray Leonard and Thomas "Hitman" Hearns for the Welterweight Championship. Sugar Ray not only got a knockout in the 14th round, so did Viacom television with it pay-per view sales which sold over fifty percent of its subscribers.

Because the remote added to the short attention span of its viewers, new types of programming were invented. One type of programming that was specifically designed to retain the attention of its viewers were cartoons. However, this type of entertainment was primarily for children. Fox television came up with the idea of creating a cartoon for adults called *The Simpsons*. This show debuted on December 17th, 1989. This series captured the attention of both children and adults with plotlines including comments on the environment, the stupidity of television itself and even sexual themes. However, this program was not famous for political commentary, but for being a comedy. Despite this, President H.W. Bush stated: "we're going to strengthen the American family to make them more like the Waltons and less like the Simpsons." America disagreed with the President's disapproval. The Simpsons was named the greatest

television program in of the century by *Time* magazine. The program has generated billions with high ratings and merchandising.

However, perhaps the most memorable event on television was the U.S. Olympic Hockey Team of 1980. America had been through a tough decade in the 1970s with the Vietnam War, a hostage crisis, a declining economy, high gas prices and the Watergate scandal. The United States NHL all-star team could not even defeat the dominant Soviet hockey squad who had not lost in 20 years. At that time, American professionals were not allowed to participate in the Olympics. Therefore, a group of U.S. college players faced perhaps the most dominant athletic team in history when they competed against the Soviets. In the greatest sports miracle in history, the U.S. won 4-3. They went on to win the Gold Medal. ABC decided to broadcast the late-afternoon game on tape delay in prime time. Despite this, millions of Americans did not know the results and watched with great enthusiasm.



Gold Medal ceremony of 1980 United States Olympic Hockey Team

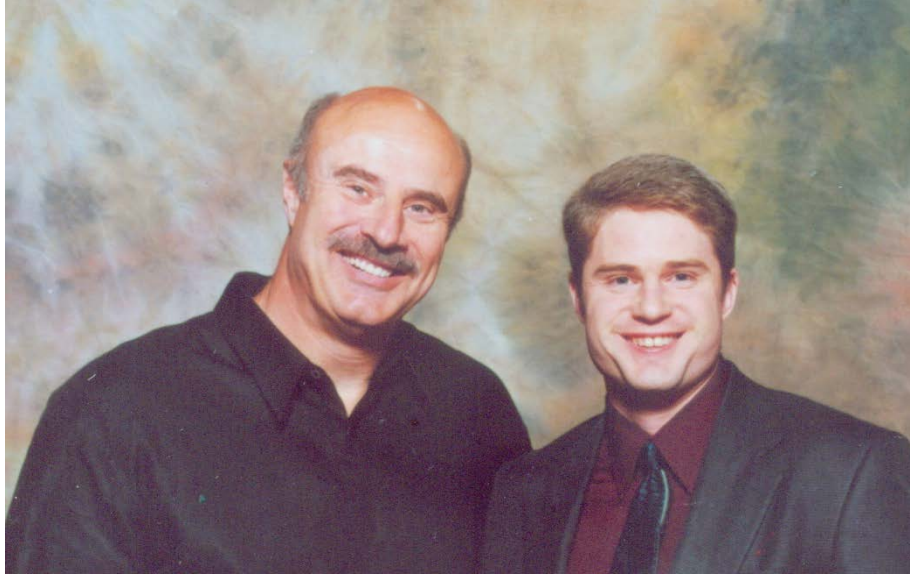
Talk show also invaded the airwaves with many hosts, but none of them could compare with the success of *Oprah*. Oprah Winfrey became famous due to her brilliant performance in the *The Color Purple* directed by Steven Spielberg which opened in 1985. The following year, Oprah Winfrey aired her talk show. By 1998, *Entertainment Weekly* magazine named Oprah “the

most powerful person in entertainment.” Oprah has interviewed political figures, movie stars, doctors and regular Americans talking about their lives and topics of the day. Famous moments include:

- Liberace’s final TV appearance
- Burn victim Jacqueline Saburido speaking frankly about her ordeal
- Appearance by Maya Angelou speaking about the human condition
- Sydney Poitier appearing on Oprah’s 50th birthday
- Tom Cruise jumping on the couch speaking about his love for Katie Holmes



Her show also had a regular guest by the name of Dr. Phil. These shows were so popular, Dr. Phil got his own program owned by Oprah Winfrey’s production company and became another hit. Dr. Phil’s straight talk combined with psychological guidance created millions of fans. This show has had a loyal following since its debut in 2002.



Dr. Phil and Dr. Eller

1990s

The remote control continued to have a major influence on television into the 90s. For decades, the "station break" between shows was the signal for local stations to insert their own commercials. In 1993, NBC created a new policy on its Thursday night comedies of *Seinfeld* and *Frasier* that said: No station break. Instead, viewers saw the final scene of *Seinfeld*, immediately followed by *Frasier's* animated opening credits.



Cast of *Seinfeld*

Television was becoming more popular than ever. The number of cable stations exploded. In 1992, Congress passed legislation that hampered cable growth. Despite this, the number of satellite networks continued their explosive growth. By 1995, there were 139 cable programming services available nationwide, in addition to regional programming. By 1998, the number of national cable video networks had grown to 171. By the end of the decade, over 70% of television households had subscribed to cable.

Broadband networks introduced high-speed internet access to customers in the 90's, and competitive local telephone and digital cable services later in the decade.

By 1993, 98% of households have a television. Americans were watching more than ever. When the situation comedy *Cheers* had its final episode, 93 million viewers watched. During the 1994 Winter Olympics coverage, over 204 million viewers were watching.



Cast of *Cheers*

Television was also becoming more adult and more juvenile. *NYPD Blue* on ABC showed violence, nudity and adult language. It was an instant hit in 1993. It was criticized for being too adult for a non-cable station. However, the animated show *Beavis and Butt-head* on MTV aimed at younger viewers showed violence, bathroom humor and the characters were celebrated for having very low intelligence. The program was seen as far too juvenile and was even blamed for inspiring a 5 year old for starting a fatal fire.

The Tonight Show

One of the longest lasting and most watched shows ever was *The Tonight Show with Johnny Carson*. Johnny Carson had hosted the program for thirty years. Many memorable moments of the *The Tonight Show* were created. Johnny Carson was one of the first people to dare to bring some adult humor to the airwaves. One story involved a guest appearance by Zsa Zsa Gabor carrying a white Persian cat. It was believed that Gabor is said to have asked Johnny

if he would like to "pet my pussy?" This actually never happened. However, Jane Fonda was on air teased Johnny telling America that Mr. Carson said "I'd love to, if you'd remove that damned cat!" Also, during an interview with Dolly Parton, in reference to her large bust, she said, "People are always asking if they're real and I'll tell you what, these are mine." Carson replied, "I have certain guidelines on this show. But I would give about a year's pay to peek under there." Perhaps the most famous example of Johnny's ability to stretch the envelope was in 1965 when Ed Ames of the Daniel Boone television series was Carson's guest. Ames was demonstrating how to throw a tomahawk using a wooden silhouette of a man. He threw the tomahawk and it landed in the silhouette's crotch. As the crowd laughed, Carson remarked, "I didn't even know you were Jewish."

However, Johnny Carson was much more than a comedian. He was the interviewer that America watched the most. Mr. Carson had just about every major entertainer, politician and athlete of the times.

When Johnny Carson retired from the show, his final episodes were considered major events. Bette Midler and Robin Williams were his guests. After Carson revealed in conversation some of his favorite songs, Midler began to sing one. The song soon became a duet between her and Carson. She finished her appearance by singing *One for My Baby and One More for the Road*. Jay Leno then became Johnny Carson's replacement.



Johnny Carson as his famous *Carnac the Magnificent* character

2000

Television viewing and ways to watch television grew in the 21st Century. Billions are being made from TV and cable companies around the world. Time Warner and AOL merge creating the largest company of its kind.

In the 90s, television consisted of dramas and comedies such as *ER* and *Cheers*. A new Era of television programming occurred in the 21st century. Game shows and reality programming exploded onto the screen. In the year 2000, *Who wants to be a Millionaire?* was the number one show according to the Nielsen ratings. This type of show was very much a reflection of the past. Game shows were mostly a daytime affair in the 1990s with programs like *The Price Is Right* and *Family Feud*. Some evening shows were available like *Wheel of Fortune*. However, game shows once again became dominant in the 21st century much like *The \$64,000 Question* in 1956. Reality shows, on the other hand, was something new. *Survivor* was the

number one show in 2000. Other reality shows such as *The Bachelor*, *Extreme Makeover*, *The Biggest Loser*, *Americas Next Top Model* and *The Amazing Race* have enjoyed very high ratings. In 2008, *Dancing with the Stars* had a number one Nielsen rating in certain weeks of 2008. From 2005-2008, *American Idol* has been overall most popular show on television.



Original *American Idol* cast

Reality shows have been the gold at the end of the rainbow for television producers. Unlike dramas and comedies, reality shows did not require paying actors, only a few commentators. Reality shows also needed far less writers to pay due to its documentary format. Production values were much less as much fewer sets needed to be built. So these programs cost less and make more than traditional shows.

Youtube Generation

YouTube was founded by Chad Hurley, Steve Chen and Jawed Karim who were employed by *Paypal*. This video sharing website is a new form of television and some say it is not television at all. However, it is at the very least, a media giant. People from all over the world can upload videos of any sort except for pornographic or overly violent images. Public statistics

are difficult to obtain on youtube, but in July 2006, the company revealed that more than 100 million videos were being watched every day, and 2.5 billion videos were watched in June 2006. Users could see documentaries on politics, comedy sketches poking fun at society, movie stars would even put up their own videos as well as politicians. Barack Obama regularly would have *Youtube* videos for this audience alone in his bid for the Presidency. Music videos, interviews, news footage and everything under the sun you can find at youtube. Some entertainers even make a living posting their videos. Youtube programming such as *LisaNova*, *HappySlip*, *Obama Girl* and *The Evolution of Dance* receive millions of viewers. Children's programming include *Spongebob* and home made videos of children singing and having fun with their family. Youtube pays individuals who receive enough viewers. This new generation of entertainers has changed media significantly.



The Evolution of Dance has received over 100 million viewers.

History of Educational Television

Educational Television or (ETV) in the United States refers to programs that emphasize formal and classroom instruction or programming that has a primary goal to teach first and

entertain second. In 1948, the FCC initiated a "television freeze" which forbid the issuance of new license. FCC commissioner Freida Hennock was able to then create the first ad-hoc Joint Committee for Educational Television (JCET). With Ford financial backing, the FCC FCC allowed 242 channels for education. KUHT in Houston, Texas was the first noncommercial television licensee.

1950's

The traditional definition of Educational TV was public access programs for children and sometimes adults. In this area, Educational TV had a humble beginning. In 1950, Iowa State College launches the first TV station owned by an educational institution, though it operates commercially. In April 14 of 1952, the FCC's Sixth Report and Order allocates local TV channels and reserves 242 for noncom educational TV. In October, the Ford Foundation funds Educational Television and Radio Center in Ann Arbor to distribute programs and begins Sunday arts magazine *Omnibus* on CBS, hosted by Alistair Cooke.



Alistair Cooke

1953 saw some small progress for this media with The University of Houston signing on the first noncommercial educational TV station, KUHT. In 1958, Congress passed the *National Defense Education Act* and on January 24th, 1959 the name of educational broadcasting officially becomes National Education Television or NET.

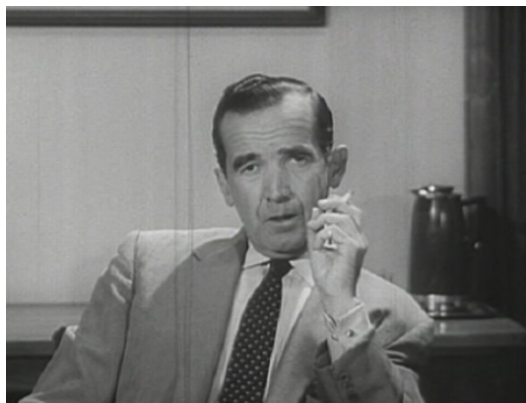
What is Educational Television?

Traditionally, educational television has been known as programs on public access geared towards children. However, most Americans admit that they receive their news from T.V. over newspapers. The educational impact of news programs, talk shows and documentaries has been overwhelming for the United States. Whether we knew it or not, T.V. has been educating us in very big ways. The Online Publishers Association, found that 18- to 34-year-olds are watching TV for their news much more than reading papers (TV -35 percent vs. Newspapers – 3 percent). Perhaps this is the most all began with the legendary Edward R. Murrow.

The Murrow Era

Without question, the height of this journalistic uproar was Edward R. Murrow's program *See It Now* which ran from 1951-1958. Many journalists have stated that Murrow set the standard for journalism and there is now an award named after him. Murrow spoke about many controversial topics on his program including the economy, government and civil rights. However, his most famous broadcasts include that of his criticism of Senator Joseph R. McCarthy. The Senator accused many Americans of being a communist and/or knowing communist. However, often no proof was given or offered by the Senator as to these allegations. Nonetheless, many careers and lives were ruined due to the McCarthy's congressional investigations and hearings. Edward R. Murrow would calmly and openly criticize and investigate the so-called McCarthy hearings on his program. Murrow received multiple warnings

from the U.S. military to cease his broadcasts and his station managers and sponsors also threatened him in order to stop his reports. Murrow was steadfast and continued his programs and produced such famous quotes as “The politician in my country seeks votes, affection and respect, in that order. With few notable exceptions, they are simply men who want to be loved.” Murrow eventually became too controversial for the times and was eased out of CBS. However, Senator McCarthy downfall was greatly attributed to Murrow and ironically when McCarthy himself decided to go on television to explain his actions, it was apparent that he did not understand the power or subtlety of this medium. The public saw McCarthy as an uncharismatic thug. McCarthy was eventually censored by the congress and his career never recovered.



Edward. R Murrow frequently smoked during his broadcasts

Television was new to the American people and to its producers. Regulation and ethics was difficult. One of the largest scandals in television history was when Professor Charles Van Doren confessed in congress that he was given the correct answers by the producers of the game show before the programs aired.

1960's

In 1960, *The Ragtime Era* on Denver's KRMA debuted and became NET's most popular show. The star Max Morath a household name. In 1961, NET showed BBC's *An Age of Kings* which aired Shakespeare's history plays, and the program became a hit. On May 1st, 1962

President Kennedy signs Educational Television Facilities Act bringing more funding to educational TV. However, none of these developments compared to what happened on January 25th, 1963. On this date, Julia Child debuted her international hit *French Chef*. The program was produced by WGBH in Boston, Massachusetts and ran from 1963-1973. Reruns continued until 1987, and Ms. Child continued to very popular until her passing in 2004.



Julia Child on *French Chef*

However, educational television was not being viewed enough overall and almost became extinct. Some relief was given by the The 1962 Educational Television Facilities Act which provided 32 million dollars. This did not seem to be enough to ensure survival of this new media.

In 1967, educational television was officially defined as "public television." The government implemented regulations as to the content of such programming by creating the Public Broadcasting Act. The government was still making efforts to continue this media on some level. Then nothing less than a miracle of programming occurred. A little puppet show called *Sesame Street*.

The most popular of the official educational programs for children has been *Sesame Street*. Its modest debut occurred on November 10th, 1969. It still runs today making it the

longest running children's show in history. The name of the show came from the famous term *Open Sesame* from *Ali Baba and the Forty Thieves*.

The beginnings of *Sesame Street* were modest. Featuring Kermit the Frog and other simple puppet characters and book reading segments. Frank Oz and Jim Henderson doing most of the voices.

From its humble debut, *Sesame Street* grew to one of the most highly regarded educational shows for children in the world. It has been televised in more than 120 countries, and 25 independent versions have been produced. The series has received over 100 Emmy Awards which is more than any other television series. An estimated 77 million Americans watched the series as children shown in 120 countries and it is the most viewed children's program in the world. The guest stars of *Sesame Street* read like a Who's who of Hollywood including Julia Roberts, Robin Williams, Harry Belafonte, Lauren Bacall, Tony Bennett and President Clinton's 1997 inaugural address included the *Sesame Street* character Elmo.



Main characters of *Sesame Street*

Sesame Street opened the door to new and successful program such as *Mister Roger's Neighborhood*. This program began in Canada in 1962 and actually debuted in the states on public television before *Sesame Street*. However, the popularity of the program was greatly enhanced by its competitor. Fred McFeely Rogers was an educator, songwriter and ordained minister who very quietly and simply hosted the show teaching children and speaking with puppets. Unlike *Sesame Street*, the program had few sets, very few characters and no animation. Fred Rogers passed away in 2003, but the program is still in reruns. The show's impact even affected the behavior of criminals. In February 1990, Rogers' car was stolen while he was taking care of his grandson. The criminal apparently realized who the car belonged to after seeing papers and props that were in the car. The car was returned to Rogers home a day later.



Mister Rogers and his friendly mail man and puppets

Social Change

The forefront of television of the 1960s was educating the public on social issues including Vietnam. Vietnam was the first televised war. Journalists were right there on the front lines with the American soldiers. Several journalists died in battle and others badly injured. The American public was getting a first-hand view of this controversial war. These broadcasts for better or for worse created an anti-war influence. The argument has often been made that any war reported in an unrestricted way by television would eventually lose public support. CBS aired a report by Morley Safer which showed American soldiers setting the houses of a village in Cam Ne on fire. President Lyndon Johnson was furious. In 1968, during the Tet offensive, viewers of NBC news covered Col. Nguyen Ngoc Loan shoot his captive in a Saigon street in the Tet offensive which has become one of the most disturbing and famous events in television history.

Other images came to light on television. Americans saw NASA send men into space during this decade as nearly every American was glued to their television as they watched Alan Shepard on May 5th, 1961 rocket into the atmosphere. The assassination of JFK was covered by Walter Cronkite in 1962, and Martin Luther King and Malcolm X headed up the Civil Rights

Movement. It has been argued that equality for minorities and women would not have been accomplished without television.

By the early to mid 1960s, TV was covering one of the most historical times in the United States. It Reverend Martin Luther King, Jr., had emerged from the Southern Christian Leadership Conference as the Movement's chief spokesman. Inspired by the teachings of Ghandhi and his view on non-violence, Dr. King created a national movement for equality through peaceful protest and inspirational oration. These speeches were seen on television sets throughout the country.

Dr. King gave his historic "I Have a Dream" speech on 28 August 1963, at the March on Washington rally. The speech was heard by Americans throughout the country thanks to journalistic TV.



Martin Luther Kind in his *I have a dream* speech

Other pivotal events happened as well including Fanny Lou Hamer's televised speech at the 1964 Democratic Convention in Atlantic City. Hamer's now famous "Is this America?" speech angered President Johnson and provoked the nation. President Johnson directed the

networks to kill the live feed carrying her speech, however the networks recognized the speech's powerful appeal and aired Hamer's address in its entirety later that night. Therefore, a black woman was allowed to speak freely to the country.

It also became very clear that television not only what kind of clothes, cars and food America buys, but also who America elects to office. In 1964 Lyndon Johnson was running for president against Barry Goldwater. Johnson ran a commercial ad showing a nuclear bomb exploding suggesting that Goldwater would put America at grave risk. Johnson won the election largely due to this ad.

Television was becoming so controversial that the Federal Communications Commission (FCC) cable regulation: It stated that operators are required to black out programming that comes in from distant markets and duplicates a local market station's own programming unless given permission to do so.

1970s

On February 26th, 1970 NET and WNDT merge which creates WNET. The next year *Masterpiece Theater* debuted and showed classic programming. It still runs today making it the longest running drama series in TV history. *All Things Considered* debuted later that year, and in 1972 *The Electric Company* aired. *The Electric Company* became almost as popular as *Sesame Street*. The cast included Oscar winners Rita Moreno and Morgan Freeman. The show lasted until 1977.



Cast of *The Electric Company*

However, public television was becoming more for adults than children. The documentary series *An American Family* in 1973 and the *The MacNeil/Lehrer Report* came out in 1975. Two years earlier these reporters covered *WaterGate*. President Ford signed a five year funding act in 1975 to create more educational programs.

However, educational TV had its controversies as well. In 1978, the Supreme Court upheld the FCC indecency ruling against afternoon broadcast of George Carlin's *Filthy Words* on Pacifica's WBAI.

Educational Programming Becomes a Hit!

Journalistic television for the first time was becoming hit television. *60 Minutes* first aired in 1968 and slowly became a huge hit in the 70s and even reaching number 1 in 1979. Television news had figured out how to make journalism entertaining. During the 70s, *60 Minutes* had a segment called point-counterpoint. This segment included James J. Kilpatrick and Nicholas von Hoffman (Shana Alexander later replaced Hoffman). This was a three-minute debate between the journalists for the political right and left. This segment produced a format that would later be adapted by many other programs including *Crossfire* on CNN. It ran until 1979 until the Andy Rooney took over with his commentaries which still air to this day.

Unlike the days of Edward R. Murrow where the networks would pull outstanding news coverage because it was too preachy or had bad ratings, news programs had teeth because they made money. People were watching. Americans viewed with great interest as TV news covered events such as the conflicts of Biafra and Bangladesh, the ending of the Vietnam War, The Yom Kippur War, The Watergate Scandal, The Soweto Riots, The Space Age success and Punk Rock Stars.



1970s Correspondents of *60 Minutes*

1980s

The 1980s show a huge jump in the audience for educational and public television. This was largely due to the programs *Cosmos* with Carl Sagan and Garrison Keillor's *A Prairie Home Companion*. *Cosmos* debuted in 1980 and has been seen by over 500 million people in 60 countries. The program discussed astronomy, human nature, atoms and the history of the Earth. The 13 part series demonstrated that adult educational programming could be an international hit.

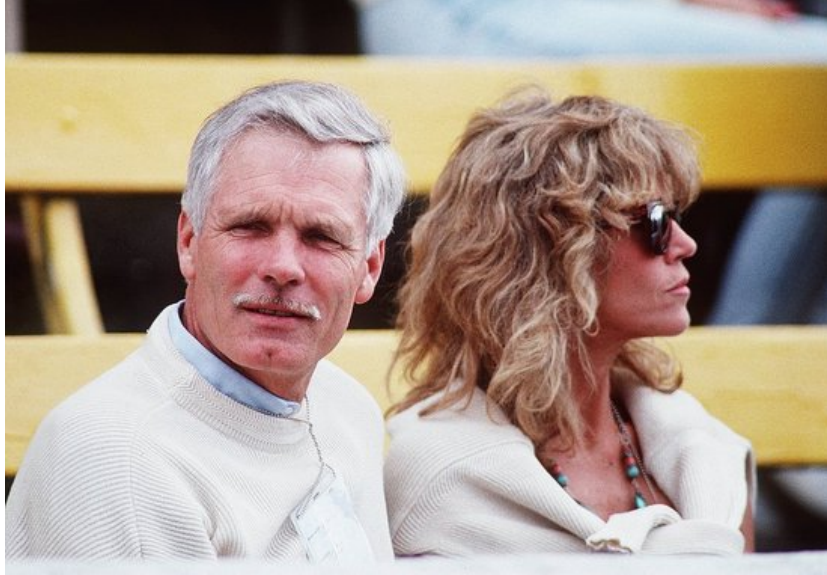


Carl Sagan in *Cosmos*

Also, funding increased with the Annenberg Foundation at the tune of \$150 million. Despite President Reagan's cut of \$35 million, educational TV soared. In 1987, PBS enjoyed the largest audience ever of 2.3 million viewers.

Ted Turner

One of the most influential television pioneers is Ted Turner. This southern gentleman started 24 hour news stations in the city of Atlanta in 1980 with Cable News Network (CNN). He also created the Turner Broadcasting System (TBS), Turner Network Television (TNT) and Headline News. These stations covered major events with great detail and in real time. They included the failed hostage rescue attempt by the U.S. military trying to free Americans in Iran. There was coverage of assassination attempts on the Pope and President Reagan. The first woman appointed to the Supreme Court was televised, and the world saw the Berlin Wall come down. Ted Turner himself even became news with his highly publicized marriage to movie star Jane Fonda.



Ted Turner and Jane Fonda

1990s

Carl Sagan opened the door to the potential of adult educational programming. There was entertainment on public TV such as *The Three Tenors* featuring Jose Carreras, Placido Domingo and Luciano Pavarotti. However, the most popular series on educational television was *The Civil War* series directed by Ken Burns. This 11 hour documentary first aired on September 23rd, 1990. The series featured actors including Sam Waterston, Jason Robards, Garrison Keillor, and Morgan Freeman. The actors read letters from the soldiers and historical documents of the war. Amazing photographs and images were shown as well. 40 million Americans have the series, and this led Ken Burns to creating the popular documentary *Baseball* in 1994.

Controversies continued with programs such as *Tongues Untied*. Even the apparent innocent child's program *Barney and Friends* created a stir with something called *Barneygate Complaints*. *The Wall Street Journal* on March 19th, 1993 ran a story discussing how angry parents became with public TV pitched *Barney Dolls* and other *Barney* products during pledge drives.

Despite the controversy, *Barney and Friends* became another international educational child program sensation. Seen in over 100 countries, the program stars a purple dinosaur singing songs and playing with other characters and children. The actual dollar amount generated by this program is unknown but it is estimated to be in the billions. In 2002, HIT Entertainment bought Barney's producing company, Lyrick Studios, for \$275 million.



Barney and Friends

News Created Money

In 1991, over 40 million Americans watched the Anita Hill congressional hearings on her accusations of sexual harassment of Supreme Court nominee Clarence Thomas. Networks lost up to 20 million dollars in ad revenue due to pulling commercials to give continuous coverage.

CNN covered the Iraq war during the 90's making cable news a prominent force for the first time. Procter & Gamble Co., Sears, Roebuck & Co., Pizza Hut and major airlines refused to air spots during news coverage of the war. Infomercials became a new way to sell products to the American people. Famous actors including academy award winning actress Cher participated in this medium. These tactics worked as sales went up to \$750 million.

Most Famous Trial in U.S. History

The OJ Simpson Trial began on television in 1994. This retired football legend was accused of killing two people. The trial lasted over a year and 95 million viewers watched some portion of this case. Perhaps the famous moment of the case was when Simpson was instructed to put on gloves that the prosecution claimed he had on during the murders. Simpson struggled to put the gloves on stating “they don’t fit.” OJ Simpson was found not guilty. Later, he was sued for wrongful death and lost the case.



OJ Simpson struggling to put on gloves

This trial was called exploitation by many, but it did spark great debate among lawmakers and the public about our justice system.

Elections are Determined by Television

More than ever, elections were determined by television images. We watched Bill Clinton, George H.W. Bush and Ross Perot run for president. For the first time, we were seeing three men debate each other instead of just two as Perot gathered enough support to be involved. During the town hall debate, George Bush looked at his watch indicating he wanted to leave

soon. That image became discussed heavily around the nation and Bill Clinton was seen as having won the debate. Clinton had his own problems with television images as Gennifer Flowers decided on air and accuse Clinton of having an affair with her in the middle of Bill's campaign. Despite the allegations, Clinton won the presidency for two consecutive terms.

Camcorder: Enlightening the Public in New Ways

The camcorder and America's ability to film events themselves changed TV. Without Question, the most famous event recorded by an American citizen in the 1990s was the beating of Rodney King. On March 3rd, 1991, George King from his apartment recorded LAPD police officers beat Rodney King. This video was given to the press and the entire world saw what happened. The beating looked excessive and the three officers were charged with crimes but were acquitted on April 29th, 1992. Many critics believed that was the inciting event for the famous Los Angeles Riots of 1992.

2000-Present

Educational TV continued with *Barney*, *Sesame Street* and *The MacNeil/Lehrer Report* now called *The NewsHour with Jim Lehrer*, but controversy over content continued. In 2000, the FCC was forced to drop its December 1999 guidelines limiting nonsecular use of reserved educational frequencies due to the pressure by religious organizations. In the same year, the Idaho legislature's majority outlaw certain types of controversial programming on educational TV. In 2002, PBS President Pat Mitchell criticizes pledge drives, and Wall Street Week host Louis Rukeyser objects on the air to plans to reduce his role in the show. In the same year, Bill Moyers' criticism of Republicans on PBS's *Now* causes conservatives to fight back, and PBS's

biggest supporter, ExxonMobil, announces it will stop funding *Masterpiece Theatre*. Finally, in 2004, thousands protested when NPR removed Bob Edwards as *Morning Edition* anchor,

Despite all the controversies, educational TV did continue. In 2005, Ford announced their \$50 million plan to help create more educational programming. In 2005, WNET decides to create multicast service in Spanish.

Politics

More Americans watched and had more access to political events and politicians themselves in United States history. It started with the longest and most contested Presidential race between George W. Bush and Al Gore in 2000. The national race was extremely close and Al Gore had won the popular vote. Gore received 50,999,897 (48.38%) votes and Bush received 50,456,002 (47.87%) votes. However, the electoral college decides who is President, and it all came down to Florida. It was alleged that voters in Palm county voted for Patrick Buchanan accidentally when they really wanted to vote for George W. Bush. This was the result of the famous “butterfly ballot” which was considered confusing by some voters. Thus, the battle for the 25 electoral college votes began. Whoever won Florida would become the 43rd President of the United States. Americans suddenly learned more about voting machines, hanging chads, voter registration and voting machines than ever before. America kept waiting for the results. Finally, the Supreme Court in a 5-4 decision decided that another recount would be unconstitutional. The final official result of Florida was Bush with 2,912,790 (48.85%) and Gore 2,912,253 (48.84%). This Presidential race was more than a political event. It was a television drama. Americans protested, got politically involved and debated with great intensity as all this unfolded on the tv screens throughout the country.



The Inauguration of President George W. Bush

Due to the Iraq and Afghanistan Wars and declining economy of the United States, television continued to be dominated by politics.

How America Changed

During this time, one of the most famous and tragic events in American history was captured on film. This was once again due to camcorders and American citizens having the ability to capture events on film for themselves. Unlike Pearl Harbor which occurred 1941, on September 11th, 2001 the World Trade Center had two airplanes crash into the buildings. Many recordings of this event occurred due to camcorders. Americans actually saw again and again on the news. Psychologists actually had to warn Americans to not watch these images too often as it could lead to psychological stress. This event led to huge changes in our government including the *The Patriot Act* and the war efforts of the United States against Al Qaeda. America now was getting camcorder images of our enemies. The camcorder age had become a large part of American society.

President Barack Obama and Senator John McCain engaged in one of the most highly contested presidential races in American History. More Americans watched the debates between these two men than any other. 52 million in the first debate and 62 million in the second. The Vice-Presidential debate between Governor Sarah Palin and Senator Joe Biden was even more popular with over 70 million viewers. This was largely attributed to the fact that a female was on the ticket which had not happened since 1984. Americans were more than dependent than ever on how to vote and plan for the future.

President Obama in his Democratic National Convention speech was so effective that even conservative Pat Buchanan praised the President's efforts. This television event was one of the turning points of the 2008 race.



President Obama in his acceptance speech at the Democratic National Convention

The Iraq War

The Iraq War began on March 20, 2003. The reasons for the war were controversial to say the least with debates in the government and press on Weapons of Mass Destruction and connections with 9/11. The military had the ability to film bombs being dropped and the press

filled the world with images on this war from the statue of Saddam Hussein being pulled down to an American soldier being interviewed by the press. Currently, the war is continuing and television is the main influence on how Americans vote.



Statue of Saddam Hussein being pulled down

Youtube

For better or for worse, Youtube educates the public. Sometimes correct information is given and sometimes not. President Barack Obama frequently used youtube to address the public during his campaign. Youtube is used by millions as a reference tool on politics, religion, history and society. There are lessons on languages, exercise, math, science and you name it. Celebrities frequently post videos and blogs to promote their image. One hundred million people now use Youtube (Social Media Optimization, 2009).

The Future

Educational television by now had exploded into many other cable stations beyond public broadcasting. The History Channel, Discovery, C-SPAN, The Science Channel, National Geographic, The Weather Channel, The Food Network, BBC America, Planet Green, The Military Channel, The Travel Channel and Animal Planet are

just a few stations on cable that have come out in the last years. Educational TV is profitable, popular and it is continuing to grow.

Chapter Three:

Quick Story

I DO NOT LIKE YOU, I DON'T

Educational television had an influence on my friend James. When I was in high school, my friend James joked a great deal and had an unusual sense of humor. One day he found the very best parking space at the Mall during the Christmas season and sat in his car all day and counted how many people asked him “are you moving?” Once he put out an ad in his college paper that he was a movie producer and needed a blond actress to play the lead. Fifty blond girls showed up at his dorm room. Then there was the time he was confronted by a big kid in my school. James had recently seen a TV show depicting *Green Eggs and Ham*. This rather large high school student goes up to James and says very seriously “I did not like you in grade school, and I do not like you in high school.” James replied “I do not like in a boat, I do not like in coat, I do not like you, I don’t.”

The Positive Impact of Media on Children: Help Improve Their Academic, Social Learning and Critical Thinking Skills

Media, as defined in the Cornell University Library, are “Films, tapes, and other audio-visual materials that require the use of special listening or viewing equipment” (Cornell University Library, 1998-2005). According to Webopedia, the online encyclopedia dedicated to computer technology, “Media is the form and technology used to communicate information. Multimedia presentations, for example, combine sound, pictures, and videos, all of which are different types of media” (Webopedia.com).

Nowadays, aside from watching television, the Internet, interactive videos, and DVDs are widely used by most people to access information and look for fresh source of entertainment

thanks to the advance media technology. The question is how do Media positively impact children? Parents face the enormous task of fostering their kids to grow up in a safe, happy, and educational environment where they can learn and develop the skills needed to prepare them in school and life, in general.

According to the American Academy of Pediatrics (2001), “Children are influenced by media—they learn by observing, imitating, and making behaviors their own” (p. 1223). With the new and emerging media such as video games, cell phones, the internet, iPods, etc., now more than ever, parents have to be proactive in dealing with their children’s exposure to media. In Children Now’s published Conference Report, *The Future of Children’s Media: Advertising* (2007), it states “American companies currently spend \$15 billion a year on marketing and advertising to children under the age of 12—twice the amount they spent just 10 years ago. Annually, children influence \$500 billion in spending on fast food, junk food, toys and other advertised products, and the average child sees thousands of ads on television alone” (Children Now, 2007). This shows how huge the market is for children annually.

In a study conducted by Rideout et al., (2003) for the Kaiser Family Foundation (KFF) and the Children’s Digital Media Centers (CDMC), *Zero to Six: Electronic Media in the Lives of Infants, Toddlers and Preschoolers*, it states that children six and under spend an average of two hours a day using screen media - television, DVDs or videos. It is almost the same amount of time they spend outside playing, while they spend fewer amounts of time reading – thirty nine minutes a day. The use of computer, video games and other electronic media aside from watching television has become a routine in the daily lives of children (Rideout, Vandewater, & Wartella, 2003).

The Media has been increasingly an integral part in every young child's life. In today's media-saturated world, sales and marketing campaigns are continuously developing and promoting media products (videos, computer software) especially for infants, toddlers, and preschoolers. Television programming (E/I - Educational and Informative) dedicated to children also has growing market. Studies have shown how the early childhood television (E/I) programming plays an important role in promoting the academic, social, and critical thinking skills of children – its positive impact on children's readiness to start school and perform well (Kirkorian, Wartella, & Anderson 2008; Wright & Huston, 1995; Anderson et al., 2001; Rice, Huston, Truglio & Wright, 1990; Esty et al., 1990).

Academic Learning Achievement

According to Kirkorian, Wartella, & Anderson (2008) in *Media and Young Children's Learning* article, children exposed early in age-appropriate educational programs aid in the enhancement of their cognitive and academic achievement. To maximize the benefits and positive impact of educational media, parents should choose age-appropriate programs and watch these programs with their children. Below are the list of Television Programs and DVD Series from Media and Young Children's Learning by Heather Kirkorian, Ellen Wartella, & Daniel Anderson (2008).

Selected Popular Television Programs and DVD Series for Young Children (Table 1: Media and Young Children's Learning, 2008)

TV Programs	Network	Description
Barney & Friends	PBS	Evoking a preschool setting, Barney the dinosaur teaches songs and dances to young children. The show focuses heavily on pro-social themes of sharing, empathizing, helping others, and cooperating.

Blue's Clues	Nickelodeon	A human host encourages viewers at home to help solve a mystery with his dog friend, Blue. The show is often repetitive and encourages interactivity by asking viewers to find clues and solve puzzles.
Bob the Builder	PBS	Bob the Builder and his construction crew face building, renovation, and repair challenges. The series often focuses on identifying a problem and making a plan to solve the problem.
Dora the Explorer	PBS	Featuring a bilingual Latina girl as the lead, Dora and her friends go on quests and help others, encouraging viewers to help out through their own actions or by telling her what she needs to know. In addition to highlighting traditional educational content such as color and shapes, Dora teaches language by repeating words and phrases in English and Spanish.
Sesame Street	PBS	Combining puppetry, live action, and animation, this long-running series focuses on a wide range of topics including the alphabet, numbers, emotion management, conflict resolution, music, dance, and healthy lifestyles.
Teletubbies	PBS	Centering on four colorful characters, the Teletubbies speak in a baby-like language and learn through play. The Teletubbies have televisions in their stomachs that show clips of real children from around the world. This program is targeted at toddlers.
Thomas & Friends	PBS	Based on a book series, Thomas the Tank Engine and his engine friends learn to work hard and be cooperative with each other.
The Wiggles	Disney	Featuring a four-man singing group for children, episodes of The Wiggles include songs and skits focused on solving a problem. The Wiggles encourages children to sing songs and move their bodies to music.

DVD Series	Producer	Description
Baby Einstein	Disney	Series content covers wide range of topics including music, art, language, poetry, and science. Targeted at children starting at one month.

Brainy Baby	Brainy Baby Company	Educational series highlighting range of subjects including alphabet, art, music, shapes, foreign languages, and right and left brain development. Targeted at children starting at nine months.
Sesame Beginnings	Sesame Workshop	Features baby versions of the Muppets from Sesame Street. The focus is on encouraging interactions between child and caregivers. Targeted at children starting at six months.



(Montage created by the author)

The list of Television Programs and DVD Series for Young Children serves as guide for parents to provide them information about the content it shows when viewed on television, DVD players, or other types of multimedia.

Excerpt from Kirsh's book, *Children, Adolescents, and Media Violence: A Critical Look at the Research* (2006) shares the effects of viewing the educational television programs:

Over the past 30 years, shows such as Sesame Street, Teletubbies, Barney, and Blue's Clues have provided academic learning opportunities for toddlers and preschool-aged children. For older children, programs such as Zoom, Cyberchase, and Zoboomafoo are replete with informative, scientific facts. For pre-teens and teenagers, cable channels such as Animal Planet, The Discovery Channel, and The Learning Channel offer a wide range of educational fare (p. 331).

The author stressed how the television viewing of children promotes cognitive activity through the academic content shown on the Educational and Informational (E/I) Programming. When children are processing the academic content they viewed, cognitive activity takes place (Kirsh, 2006).

Educational and Informational (E/I) programming for children may enhance academic achievement since children can learn a variety of academic content – recognition of numbers and letters from television. In a study conducted by Wright & Huston (1995), *Effects of Educational TV Viewing in Lower Income Preschoolers on Academic Skills, School Readiness, and School Adjustment One to Three Years Later: A Report to Children's Television Workshop*, the authors concluded that the E/I programming viewed by preschool children from low-income families performed better on pre-reading, vocabulary and math tests than non-viewers, three years later. The finding was that children who viewed more educational programming dedicate more time to reading and other activities when not watching television. They also participate in the classroom more as compared to the less frequent viewers (Wright & Huston, 1995).

In Anderson and colleagues' study, *Early Childhood Television Viewing and Adolescent Behavior: The Recontact Study*, it states the correlation between Sesame Street viewing at age five and high school GPA (overall) – academic success after ten to fourteen years. Children who watched Educational Television programs such as Sesame Street had higher grades and read more books in high school, the educational benefits years later after viewing (Anderson, Huston, Schmitt, Linebarger, & Wright, 2001).

Furthermore, according to Linebarger & Walker, watching educational programs like Dora the Explorer, Blue's Clues, Arthur, Dragon Tales, or Clifford between the age of six and thirty months was associated with higher language growth – greater vocabularies and higher expressive language scores (Linebarger & Walker, in press). In *Words from "Sesame Street": Learning Vocabulary While Viewing* (1990), children who spent more time watching Sesame Street attained higher scores on a picture test of vocabulary, regardless of child gender, parental education, family size, and parental attitudes. Watching Sesame Street promotes the development of children's vocabulary (Rice, Huston, Truglio & Wright, 1990).

In Esty et al., (1990) *Study of the Effects of SQUARE ONE TV on Children's Problem Solving and Some Connections with NCTM's "Standards,"* it assessed the effects of the series on the attitude of children toward mathematics. The findings showed that viewers had better conception of what mathematics is than non-viewers, and they enthusiastically discussed about mathematics and the problem-solving activities (when interviewed) as compared to the non-viewers. Square One TV is a television series about mathematics produced by Children's Television Workshop (Esty, Hall, & Fisch, 1990).

The various studies prove the positive impact of media (educational television) on children. According to Pecora, Murray, & Wartella (2007) in *Children and Television: Fifty*

Years of Research, “When television programs are designed with a researched-based knowledge of how children use and understand television, and when they are designed to incorporate systematic academic or social curricula, children benefit. When they are designed merely to entertain through action and violence, children suffer” (p. 79)

Aside from the benefits children get from watching educational television, there are some studies that show how the Interactive Media – video/computer games, mobile applications, electronic stuffed toys, and computer-based software applications can positively impact children. A research conducted by Gee (2003) on how the computer games provide opportunities for children to think and practice problem-solving skills has shown the positive effect of media on children. In his book, *What Video Games Have to Teach Us About Learning and Literacy* (2003), Gee stated how “Games often do a better job at getting themselves learned than schools do in getting things like science learned” (Gee, 2003). Additionally, in Squire’s *Video Games in Education* (2003), he discussed how the educational video games (edutainment) have been popular in education. It has been used by educators in schools because they can be incorporated easily with instructional design (Squire, 2003). The use of edutainment games in schools promotes education - children learn through game play.

In the book, *Media Effects: Advances in Theory and Research* by Bryant & Oliver (2008), it shares the effect of interactive media on children. “The educational value of some forms of interactive media seems almost self-evident. For example, word processing software certainly has the potential to facilitate children’s writing, just as a pencil and paper might. Emergent online platforms such as blogs (i.e. online diaries) and video sites such as YouTube offer new opportunities to stimulate literacy and disseminate the products of children’s creativity” (p. 419).

Videos and DVDs also have positive influence on children. It is time to discuss how videos and DVDs designed for young children contribute to their academic learning achievement. According to the background report prepared for the Kaiser Family Foundation by Garrison & Christakis (2005), *A Teacher in the Living Room? Educational Media for Babies, Toddlers and Preschoolers*, “Children’s videos are a large and growing business in the United States. The children’s video and DVD market was estimated at \$4.8 billion in 2004 and projected to continue increasing through 2010. The market for “developmental” videos and DVDs produced specifically for infants and toddlers is increasing steadily, with one report estimating that sales had reached \$100 million in the United States in 2004. Sales of videos and DVDs specifically targeted toward preschool-aged children reached nearly \$500 million in 2004, with many of those titles having associated educational claims” (Garrison & Christakis, 2005).

The rapidly growing sales of DVDs and videos for preschool-aged children prove how much parents purchase these products for their children. So one might ask, what benefits do young children get from watching these DVDs and videos with their parents? In the American Academy of Pediatrics’ *Media Education Policy Statement* (1999), it has written, “research on early brain development shows that babies and toddlers have a critical need for direct interactions with parents and other significant care givers (e.g., childcare providers) for healthy brain growth and the development of appropriate social, emotional, and cognitive skills” (AAP Pediatrics, 1999). The interaction between parents and their children improves learning.

There are a lot of commercially available educational media products for babies, toddlers and preschoolers. In connection to this, the background report conducted by Garrison & Christakis (2005) for Kaiser Family Foundation will be discussed. In the report, the authors claimed that a number of DVDs and videos (e.g., *Brainy Baby: Left Brain*, *Baby Einstein*

Language Nursery, Dora the Explorer: Map Adventure) examined encouraged parent-child interaction as a way of improving their educational value. “The Baby Einstein products feature an interview with the company’s founder in which she discusses the benefits of parents and children watching together, and the Nick Jr. Let’s Go to the Farm DVD has an optional voice-over that notes opportunities for parent-child interactions during viewing” (Garrison & Christakis, 2005).

The computer use also benefits children in terms of academic performance. In Rocheleau (1995) study, *Computer Use by School-Age Children: Trends, Patterns, and Predictors*, it was found that the students with computers at home had better grades in Math and English and had higher overall grades than those students without home computers. The longitudinal study tracked a group of students (American Youth) from seventh and tenth grade for five consecutive years. The computer use of students at home is associated with the enhancement in their general academic performance (Rocheleau, 1995).

According to Subrahmanyam, Kraut, Greenfield, & Gross (2000) article, *The Impact of Home Computer Use on Children’s Activities and Development*, it writes, “Today, children and teens frequently use home computers and the Internet for their schoolwork, and parents generally believe that computers are an important educational resource” (p. 128). The rapid evolution of the computers has become a useful tool for children in promoting their academic skills such as in Science and Mathematics.

The Internet is a powerful new means of getting information and innovative way to communicate. According to the report, *Internet Use Triples in Decade* by the U.S. Census Bureau released on June 3, 2009, 64% of individuals 18 and over used the Internet from any location (home, work or public access) in 2007. Only 22% was reported a decade earlier. Also, in

the report, it showed that among children 3 to 17, 56% accessed the Internet. Thom File, a statistician with the Census Bureau Housing and Household Economic Statistics Division, stated, “As access to high speed connections have become more prevalent, so too have the number of people that connect to the Internet at home” (U.S. Census Bureau News, 2009).

The recent U.S. Census Bureau report on the Internet use proves how many people (age ranges from 3 to 65 years), access the Internet. Students who have computers at home or have access to the Internet benefit from it when used to gain knowledge to enhance their academic skills. In a study by Jackson and colleagues, *Does Home Internet Use Influence the Academic Performance of Low-Income Children?* (2006), the findings indicated that “Children who used the Internet more had higher GPAs after 1 year and higher scores on standardized tests of reading achievement after 6 months than did children who used it less. Moreover, the benefits of Internet use on academic performance continued throughout the project period. Children who used the Internet more during the last 4 months of the project had higher GPAs and standardized test scores in reading than did children who used it less.” The participants were 140 children from low-income families who had no internet access at home. The ages ranged between 10 and 18 years (Jackson, von Eye, Biocca, Barbatsis, Zhao & Fitzgerald, 2006).

Further proof of how vastly important the effect of the Internet in children’s education was shown on the Report of the Web-Based Education Commission to the President and the Congress of the United States (2000) chaired by Senator Bob Kerrey entitled, *The Power of the Internet for Learning: Moving from Promise to Practice*. In the Executive Summary, it states, “The Internet enables education to occur in places where there is none, extends resources where there are few, expands the learning day, and opens the learning place. We experienced how it connects people, communities, and resources to support learning. We witnessed how it adds

graphics, sound, video, and interaction to give teachers and students multiple paths for understanding. We learned that the Web is a medium today's kids expect to use for expression and communication-the world into which they were born." The findings were based on the course of their work with educators, Internet pioneers, policymakers, education researchers, and ordinary individuals (citizens) who showed the promise of the Internet (WBEC, 2000).

Based on the studies made by child development experts, the Media positively impact children's academic learning achievement when parents ensure that they expose their children to age-appropriate educational television programs and watch it with them; view the videos or DVDs that can promote academic learning but also allow parent-child interactions. The interaction between parents and their child enables them to have a lasting bond and help support the growth of their child's brain and the development of their social skills and critical thinking skills. Also, the use of computer and Internet benefits the children's academic skills. The important thing that parents should remember, according to the experts is the content of the Media they allow their children to watch and how much time their children are exposed to Media.

Parents should also take into consideration that Media, aside from its positive impact also have negative influence on children. According to AAP, the American Academy of Pediatrics (2001), "Research has associated exposure to media violence with a variety of physical and mental health problems for children and adolescents, including aggressive behavior, desensitization to violence, fear, depression, nightmares, and sleep disturbances." Parents are encouraged to stick to AAP Media recommendations. "Make thoughtful media choices and co-viewing with children, limiting screen time (including television, videos, computer and video games) to 1 to 2 hours per day, using the v-chip, avoiding violent video games in homes

where they may be observed or played by young children, and keeping children's bedrooms media free" (AAP, 2001).

The next chapter is the Media's positive impact on children's social learning. The media not only influence the child's academic learning achievement but also help in the improvement of their social learning. So how do Media positively influence children's social learning? Do Media impact children's social learning negatively? Findings from various studies made by the experts will be discussed.

Social Learning

What is Social Learning? In *Social Learning Theory* by Bandura (1977), he argues that people learn from observing role models-people can learn behaviors and new information by watching other people. According to Bandura (1977), "Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behavior is learned observationally through modeling: from observing others one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action" (p. 22).

Children are exposed to Media everyday-from viewing television, playing computer or video games, watching DVDs and videos, to accessing the Internet. Children use Media for educational purposes or just for fun and entertainment-the latter seems to be the more obvious and popular reason why. It is with the rapidly growing advertising and marketing of Media, specifically, the Media violence that parents and child development experts are concerned about-its negative impact on children's behavior.

According to the *Joint Statement on the Impact of Entertainment Violence on Children* by the American Academy of Pediatrics, American Academy of Child & Adolescent Psychiatry,

American Psychological Association, American Medical Association, American Academy of Family Physicians and the American Psychiatric Association at the Congressional Public Health Summit (2000), below are the negative effects of Media violence on children:

- Children who see a lot of violence are more likely to view violence as an effective way of settling conflicts. Children exposed to violence are more likely to assume that acts of violence are acceptable behavior.
- Viewing violence can lead to emotional desensitization towards violence in real life. It can decrease the likelihood that one will take action on behalf of a victim when violence occurs.
- Entertainment violence feeds a perception that the world is a violent and mean place. Viewing violence increases fear of becoming a victim of violence, with a resultant increase in self-protective behaviors and a mistrust of others.
- Viewing violence may lead to real life violence. Children exposed to violent programming at a young age have a higher tendency for violent and aggressive behavior later in life than children who are not so exposed.

The Joint Statement of the 6 Prominent Medical Groups aimed to share their viewpoints on the connection between Media and the violent or aggressive behavior in some children (Congressional Public Health Summit, 2000).

In *Media and Children's Aggression, Fear, and Altruism* by Wilson (2008), the author explores how children's social development is affected through media exposure. According to the study, "Strong evidence shows that violent television programming contributes to children's aggressive behavior." On the other hand, "If children spend time with educational programs and

situation comedies targeted to youth, media exposure can have more prosocial effects by increasing children's altruism, cooperation, and even tolerance for others" (Wilson, 2008).

According to Wilson (2008), when discussing about how altruism is the most common example of prosocial behavior, she cites Sesame Street, Dora the Explorer, and Dragon Tales as "popular prosocial and educational programs for preschoolers. In addition, prosocial shows, Arthur and The Wild Thornberrys are well liked by younger elementary school children while The Suite Life of Zack and Cody, and Drake and Josh are prosocial shows popular among older elementary school children" (p. 104). When children view these shows that feature an act of altruism, it has a positive influence on their prosocial behavior.

According to Dr. Strasburger, Chief of the Division of Adolescent Medicine, Professor of Pediatrics, and Professor of Family and Community Medicine at the University of New Mexico, "Antiviolence attitudes, empathy, cooperation, tolerance toward individuals of other races and ethnicities, respect for older people—the media can be powerfully prosocial." Media can have a great impact on children. "The media are a powerful teacher of children and adolescents—the only question is what are they learning and how can it be modified? When children and adolescents spend more time with media than they do in school or in any leisure-time activity except for sleeping, much closer attention should be paid to the influence media has on them" (Science Daily, JAMA, 2009).

The Content of the Media matters. In Children Now's *Children & the Media Issue Brief* (2006), it writes "Educational and informational (E/I) programming has been found to have positive effects on children's social development. In a widely-touted study from 1975, children who watched an episode of Lassie, in which the dog's owner put himself in harm's way to save a puppy, were more likely to provide help and display feelings of altruism than children who

watched a more neutral episode of the series. Further, a recent meta-analysis of studies on the effects of E/I programming found a positive relationship between children who watched pro-social programming and children who exhibited pro-social behavior. The analysis suggested that the addition of guided lessons, games and discussion materials “significantly strengthened” pro-social behaviors, such as cooperation and honesty, among child viewers” (Children Now, 2006).

In this particular issue of *Children Now* (2006), it explored the benefits of educational and informational programming on children. The study mentioned about the effect of watching an episode of *Lassie* was referring to Sprafkin et al., (1975) *Effects of a Prosocial Televised Example on Children’s Helping* while the meta-analysis studies on the effects of E/I programming was referring to Mares & Woodard as cited in *Children in the Digital Age*, ed. Calvert, S.L. et al., (2002).

The role of computer in social relationships was discussed in Wartella & Jennings (2000) article, *Children and Computers: New Technology-Old Concerns for Future of Children* (Fall/Winter 2000). Wartella & Jennings (2000) writes “Young children’s social interactions in a computer center were found to resemble their interactions in other play areas, and various studies have shown that computers can facilitate social interaction and cooperation, friendship formation, and constructive group play” (Wartella & Jennings, 2000). The authors cited Chen’s (1985) study, *A macro focus on microcomputers: Eight utilization and effects issues*.

Playing prosocial video games such as *Chibi Robo* and *Super Mario Sunshine* can have positive effect. In Gentile et al., (2009) *The Effects of Prosocial Video Games on Prosocial Behaviors: International Evidence From Correlational, Longitudinal, and Experimental Studies*, fifth grade to college-aged students from three countries (Singapore, Japan, and United States)

participated in prosocial video games. The finding was students (across different ages and cultures) who played more prosocial games behaved more prosocially. (Gentile et al., 2009).



Prosocial Video Games:

Chibi Robo. The goal of this game is to make your family happy by cleaning up, helping them out in their chores, and everyday tasks. As the player cleans up throughout the house, they earn Happy Points that improve their robot's ranking. The player can do several things to get happy points including picking up trash and throwing it in a trashcan, scrubbing stain marks with a toothbrush, and so forth.

Super Mario Sunshine. The objective of the game levels used in this study is to clean up the island you are on. Someone has polluted the island by leaving dirt marks and sludge everywhere. The people of the island can't enjoy themselves with all this pollution. Mario has been asked to clean the island using his cleaning device, Fludd. The player has to completely clean the area within each stage to progress to the next level. Although there are some aggressive behaviors in this game, we used portions of the game that minimized aggression and maximized prosocial behavior. (Gentile et al., 2009).

According to Gentile, & Gentile (2008), "Video games are not inherently good or bad. It can have both positive and negative effects. Content matters, and games are excellent teachers"

(Gentile, & Gentile, 2008). Gentile and colleagues stressed that violent content in video games can cause aggressive behavior from people. On the other hand, video games with prosocial content can lead people to behave in a helpful and more cooperative manner (Gentile et al., 2009).

In Bryant & Oliver's *Media Effects: Advances in Theory and Research* (2008), it writes how computer games help promote children's social skills. "Since kids usually play games with friends and family, computer games might help children to develop social skills as well." Also, it states that playing computer games can improve retention, cognitive skills, and spatial skills of players. (p. 561).

Critical Thinking Skills Development

Critical Thinking, as defined by The National Council for Excellence in Critical Thinking (NCET, 1987), "is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action" (Statement by Scriven & Paul, 8th Annual International Conference on Critical Thinking and Education Reform, 1987). According to YourDictionary.com, the authoritative resource for online dictionary and thesaurus use, the term Critical Thinking "refers to the thought processes used to evaluate information and the practice of using such conclusions to guide behavior" (YourDictionary.com).

Media can help develop the Critical Thinking Skills of children. How?

A pioneering study by Hodge & Tripp, *Children and Television: A Semiotic Approach* (1986) discuss how cartoons create children's worldview-children's understanding of the world around

them. The authors analyzed how the children interpret the messages shown on television and cartoons. In the introduction to the book:

Television sends out messages, which are interpreted and acted on by social agents responsible for their actions. Television communicates meaning. ...If television affects behaviour, it can only do so very indirectly via meanings, beliefs, values” (p. 2).

There is no question that children’s exposure to media can both have a negative and positive effect on their social learning. To focus on the positive impact of Media on children in regards to their social learning, parents are encouraged to provide their children with the age-appropriate electronic media that promotes prosocial behavior; view with them the educational television programming or DVDs and videos that will enhance interaction with their children; and ensure that they follow the AAP’s recommendation of how much time should children be exposed to media (television, videos, computer and video games) to 1 to 2 hours per day (AAP, 2001).

Chapter Four:

Quick Story

ELECTRICAL ENGINEER

My father finally bought cable television in 1983. It was a black box with a big knob to change the channels. However, my father would not pay for the movie channels. Back then there were three movie channels including HBO, Showtime and Cinemax. Being determined to get these stations, I figured out that if I took a post card, bent it in half, stick in the cable box and move it around, I would get the stations. The problem was that it did not always work. I would move the card around for hours to get these precious and expensive stations. Whenever I got the stations, my family would enjoy great movies like *The Untouchables*, *Empire Strikes Back* and

my father's favorite *High Noon*. I had my girlfriend over named Laura when I was in the tenth grade. My father wanted to watch movies on HBO. Privacy was something that my father did not realize I wanted, needed and was going to get with my pretty blond girlfriend. I purposely made the movie station not work. My father tried and tried to get the movie stations to illegally appear, but I knew that I was the only one in the family with the magic touch. He ordered me to fix it. I deserved an Academy Award for the effort I was pretending to display to bring on the great movie channels. I finally told my father, "it is not working tonight." My father went upstairs, and Laura was mine to kiss and watch the film *Caddyshack*. Laura gave me some rated PG rated kisses and told me that "when you grow up, you will be an electrical engineer."

Does TV Instruction work better than Traditional Teaching?

Learning with Television

There is much evidence mentioned earlier on how media can enhance learning. However, there have been no studies to suggest that using television as an educational tool is better than traditional lecture with infants. That is, until now. BabyFirstTV with the assistance of the University of Montevallo conducted a study to determine if using a DVD to teach sign language is better than traditional methods. The University of Montevallo received no payment for their participation to ensure the validity of the findings.

Sign Language

There is much evidence that teaching infants sign language to infants is beneficial in several ways. The average age that children start to speak is around 23-24 months. However, even at this age, it is sometimes difficult for infants to express their needs. There is evidence that this can cause youngsters to tantrum and become frustrated. Speaking is a complex system of motor movements that include: Placement of tongue, complex movement of lips, vocal chord

control and control of breathing. According to several researchers, children can communicate through sign language much earlier due to more simplistic motor movements of the hands.

There is a debate as to who actually began research in this area. Some educators reference Werner and Kaplan (1963) as the first to explore sign language with children. However, Drs Linda Acredolo and Susan Goodwyn of UC Davis have been the most cited psychologists of this subject. Joseph Garcia was also a pioneer who began researching sign language instruction on hearing babies in 1987. However, Drs. Linda Acredolo and Susan Goodwyn conducted a longitudinal study with the National Institutes of Child Health and Human Development that got educators attention throughout the world. The results included that signing babies understood more words, had larger vocabularies and engaged in more sophisticated play than non-signing babies. Parents of the signing babies in the study noted decreased frustration, increased communication, and more satisfying parent-infant bonding. Signing babies also displayed an increased interest in books. Perhaps the most remarkable finding of these researchers was an increase in IQ scores. They revisited the families of their original study. The children were now 7-8 years of age. The children who signed as babies had a mean IQ of 114, and the non-signing control group had a mean of 102 (Acredolo and Goodwyn, 2000).

Other scientists have taken this research further suggesting that sign language can significantly increase brain activity. Daphne Bavelier, David P. Corina, and Helen J. Neville of Georgetown University discuss how sign language increases activity in different areas of the brain than that of spoken languages. The Journal of Deaf Studies and Deaf Education also discussed the subtle and sometimes significant different brain functions of sign language verses spoken communication.

Laura-Ann Petitto of Dartmouth conducted research on bilingual education including sign language. It was discovered that children are not confused by learning two languages at an infant stage and in fact, a 14 year study concluded that bilingual education outperformed monolingual children on standardized tests.

Sign Language has also been shown to be beneficial for children of special needs. The Center for the Study of Autism advocates using sign language for children who have difficulty with spoken language. Claire Donovan and *Down Syndrome Today* magazine advocate sign language for children with Down Syndrome. Many children also suffer from poor reading skills. *The Journal of Learning Disabilities* has discussed significant results that improve reading when children learn sign language.

Brief History of Sign Language

In 1620, Juan Pablo Bonet of Spain published *Reducción de las letras y arte para enseñar a hablar a los mudos* which means “Reduction of letters and art for teaching mute people to speak.” This is considered to be the first text for deaf individuals to communicate by using signs. Charles-Michel de l'Épée of Bonet published his alphabet in the 18th century. The first public school for deaf children in Paris was opened in 1755 by Abbé de l'Épée. A graduate of the school by the name of Laurent Clerc went to the United States and with the help of Thomas Hopkins Gallaudet, they founded the American School for the Deaf in Hartford, Connecticut in 1857. Gallaudet's son went on to create the first college for the deaf (Gallaudet University) in Washington, D.C. The university remains one of the most prestigious institution for the hard of hearing in the world.

Just as in spoken languages, there are many forms of sign language. Of these 69 languages, they include African sign languages, Brazilian, French, Russian, Dutch, Belgian,

Irish, Mexican, Spanish and many others. For the purposes of this study, American Sign Language was used.

How to Teach Signs to my Baby

Teaching sign language to infants has been researched and several steps have proven effective. First, a parent must know when to teach sign language. If your child can wave bye-bye or hold a toy, then your child learn elementary signs.

To begin this process, it is important to consider some simple steps:

- Observe when your child starts to wave or can grab. This takes place at about 9 months.
- When the child wants something such as food, that is a good time to teach the child to sign demonstrating to him/her the appropriate sign such as “hungry.”
- Be sure to say the word that the child is signing as well as demonstrating the sign.
- Demonstrate the sign just a few times in these moments when your child wants something and use physical prompts to help your child complete the sign.
- After the prompt, immediately give your child what he or she wants such as food.
- Do not worry about failure, this will happen for a while.
- It is never too late, older children who can speak can benefit from sign language.
- Use visuals when your child is calm or create a lesson such as the BabyFirstTV DVD on Sign Language.

What Signs Should I Use?

For the purposes of research we conducted in this area, we used 10 signs, and measured success based on a three point scale. 1 = Incorrect, 2 = Partially Correct and 3 = Fully Correct. The operational definitions included that a score of 1 was the child do not attempt the sign or the sign given do not resemble the correct answer. A score of 2 meant that the child attempted the sign and there was partial correctness to the delivery. For instance, for the sign “eat”, the child may touch his/her chin or nose instead of mouth. A score 3 meant that the child completed the sign correctly. We suggest you score your child in the same way and start off with these five signs.

Mother

A child often wants his mother. When your child is asking for Mom, Mom or another family member can physically prompt the child to sign Mom and then his/her mother immediately comes to the child to create positive reinforcement. When the child is calm, pick an opportunity to show this sign on the BabyFirstTV DVD.



Father

A child often wants his father. When your child is asking for Dad, Dad or another family member can physically prompt the child to sign Dad and then his/her father immediately comes to the child to create positive reinforcement. When the child is calm, pick an opportunity to show this sign on the BabyFirstTV DVD.



Eat

“Eat” is a great sign for a child to learn since children are often hungry. When your child wants some food, physically prompt the child to sign “Eat” and then immediately give the child food to create positive reinforcement. Of course, we recommend that you feed your child according to your Pediatrician’s recommendations. When the child is calm, pick an opportunity to show this sign on the BabyFirstTV DVD.



Play

Children love to play and when you are playing with your child, pick several points during the activity to have the child sign play to remind him/her of what you are doing. When the child is calm, pick an opportunity to show this sign on the BabyFirstTV DVD.



Car

Children often need to go to the car or play with a toy car. Every time these activities occur physically and verbally prompt your child to sign “Car.” When the child is calm, pick an opportunity to show this sign on the BabyFirstTV DVD.



Other signs can be taught as well. Children as young as one year have been shown to be able to learn many signs. The following are other signs you can use to communicate with your baby or youngster.

Banana



Apple



Cookie



Drink



Water



Bottle



Milk



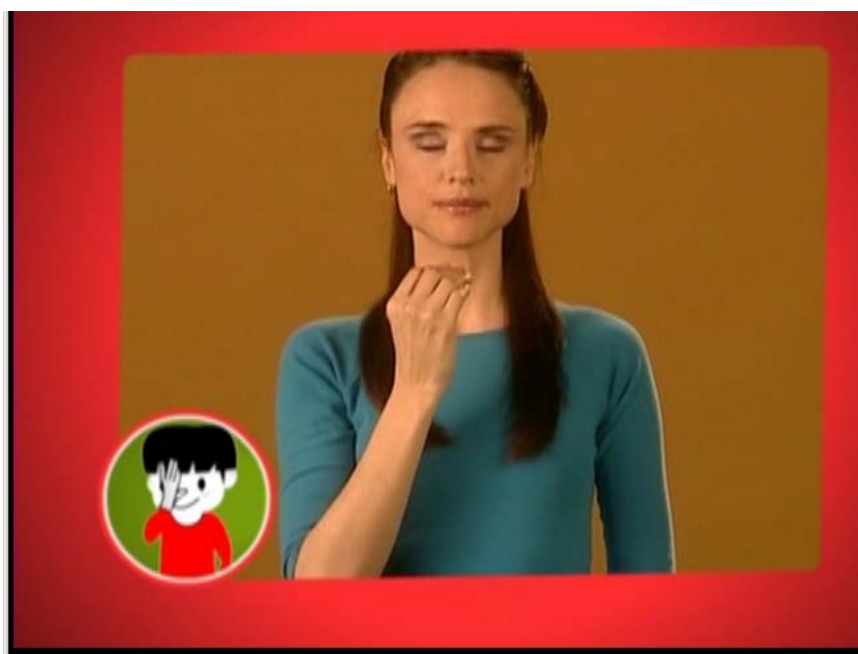
Baby



Kiss



Sleep



Ball



Book



Car



Ear



Feet



Hands



Eyes



Nose



Is BabyFirst Effective? An Empirical Study

This chapter discusses an experiment conducted by BabyFirstTV in conjunction with The University of Montevallo where sign language instruction was tested. Dr. Elizabeth Thrower of The University of Montevallo was in charge of the validity of the data collected and Angel Castillo-Jones, a certified sign language instructor was in charge of instruction and Tet Mil, a BabyFirstTV intern assisted. Dr. Benjamin Todd Eller was in charge of the design and research of the experiment. The purpose of this study was to determine if using television is superior to traditional lecture for teaching sign language to infants.

English Bias

America has been long known for not having enough bilingual or multilingual citizens. Evidence has shown that students who only know English perform more poorly in school and standardized tests (Estrin, 1993; Lam, 1993; Lavadenz, 1996; Valdes & Figueroa, 1994).

However, the relationship between knowing other languages and academic achievement is remains controversial. Glenn (1997) and Porter (1996) believe that bilingual education is detrimental to the success of students because their language learning is intentionally delayed. Individuals such as Schrag (1998) actually want to end bilingual education altogether. Given this nature of this debate, it is still safe to conclude that researchers, psychologists and educators mostly agree that learning another language does increase overall student achievement and critical thinking (Kessler & Quinn, 1985; Lambert, 1985).

Andrea Mechelli and Santa Lucia of London's Wellcome Department of Imaging Neuroscience studied brain densities of bilingual people. The study had two groups. One were 25 people who speak only English, and other were 25 English speakers who learned a second European language at early age.

The brain has two types of tissue visible to the naked eye which are gray and white matter. Gray matter makes up the bulk of nerve cells within the brain which accounts for intellectual abilities including that of language, memory, and attention. The study showed that bilingual group had denser gray matter compared with the English only group. The main difference was in the brain's left side which controls language skills. Finally, the study showed the strongest effect in people who had learned a second language before five years of age.

Sign Language better for Infants

The benefits of specifically using sign language mainly involves the ability of very young children communicating before they can speak. It has been shown that language begins at the one year stage when kids started producing their first words and they started to understand words. However, more evidence is demonstrating that what we're learning is well before one year of age at which babies understand or produce words. Their ability to form communication happens

much earlier (Hochberg, May 1997). Schwarz (2002) found that six-month-old hearing infants using sign language for the first time prefer it to pantomime. This can lead to significant learning. Daniels, (2001) designed a study children who knew sign language scored 17% higher on the tests she administered than hearing children who didn't know sign language. Daniels has also concluded that children who learn signs in Pre-K maintain their knowledge of these signs into kindergarten. The memory retention is quite high especially when the signs are re-visited.

Signing Different than Gestures?

It is reasonable to believe that a parents could simply use gestures or pantomime instead of signing. Ursula Hildebrandt at University of Washington set up an experiment to check the visual preferences of 34 children. All of the infants had normal hearing and had no previous exposure to sign language or pantomime. With their parents, the children viewed video monitors in a safe setting. One monitor showed stories told in sign language by an actress. The other monitor simultaneously displayed the same actress performing pantomime stories. The babies consistently preferred the sign language monitor to the pantomime demonstration.

There are different reasons why this may occur. Sign language is a language. It is a means of communicating with other individuals which has developed over centuries. Pantomime or gesturing is a one-way communication method or a means to simply give a demonstration. Sign language also has many more forms of movement and emotion behind it. Learning to gesture verses learning a language are two very different subjects.

The Study Itself

Abstract

One of the areas that remain unexplored in education psychology is the effect of educational television on infants. Research has shown that educational television has increased achievement for children ages 5 and above (Children's Television Workshop, 1990; Murphy, 1991).

The setting was three preschools who teach children 3.5 years of age and younger. Sixty children (29 males, 31 females) participated in the study. All of the children were pretested on sign language knowledge before instruction began, and the results indicated that the children had no knowledge of signs at the beginning of the experiment. Children were then randomly assigned to either a traditional lecture group or an educational television group. Both groups received two sessions of instruction by certified language instructors in pre-school classroom settings. Children were divided into groups of five and taught ten signs as (American Sign Language).

Sign Language

There is much evidence that teaching infants sign language to infants is beneficial in several ways. The average age that children start to speak is around 14-24 months according to pediatrician Jamiu O Busari. However, even at this age, it is sometimes difficult for infants to express their needs because they cannot mostly not yet form multi-word sentences. There is evidence that this can cause youngsters to tantrum and become frustrated. Speaking is a complex system of motor movements that includes placement of tongue, complex movement of lips, vocal chord control, and control of breathing. According to several researchers, children can communicate through sign language much earlier due to more simplistic motor movements of the hands.

There is a debate as to who actually began research in this area. Some educators reference Werner and Kaplan (1963) as the first to explore sign language with children. However, Dr. Linda Acredolo and Dr. Susan Goodwyn of University of California Davis have been the most

cited psychologists of this subject. Joseph Garcia was also a pioneer who began researching sign language instruction on hearing babies in 1987. However, Acredolo and Goodwyn (2000) conducted a longitudinal study with the National Institutes of Child Health and Human Development that commanded educators attention throughout the world. The results included that signing babies understood more words, had larger vocabularies, and engaged in more sophisticated play than non-signing babies. Parents of the signing babies in the study noted decreased frustration, increased communication, and more satisfying parent-infant bonding. Signing babies also displayed an increased interest in books. Perhaps the most remarkable finding was an increase in IQ scores. The researchers revisited the families of their original study when the children 7-8 years of age. The children who signed as babies had a mean IQ of 114, and the nonsigning control group had a mean of 102 (Acredolo & Goodwyn, 2000).

Other researchers have taken this further suggesting that sign language can significantly increase brain activity: Bavelier, Corina and Neville (1998) of Georgetown University demonstrated that sign language increases activity in different areas of the brain than that of spoken languages. *The Journal of Deaf Studies and Deaf Education* also discussed the subtle and sometimes significant different brain functions of sign language verses spoken communication.

Petitto, Holowka, Sergio, Levy & Ostry (2004) conducted research on bilingual education including sign language. It was discovered that children were not confused by learning two languages at an infant stage and, in fact, a 14 year study by Thomas & Collier (1997) concluded that bilingual education outperformed monolingual children on standardized tests.

Sign Language has also been shown to be beneficial for children of special needs. The Center for the Study of Autism (2008) advocated using sign language for children who have difficulty with spoken language. Donovan (1998) advocates sign language for children with

Down syndrome. Many children also suffer from poor reading skills. *The Journal of Learning Disabilities* has discussed significant results that improve reading when children learn sign language.

Methodology

The setting was in five preschools who teach children 3.5 years of age and younger. Sixty infants (29 males, 31 females) participated in the study. Children were randomly assigned to a traditional lecture group or a educational television group. The average age for the infants in the traditional lecture group was 2.9 years and the average age for the educational television group was 2.8 years. Children in both the treatment and the educational television group were pretested on sign language knowledge before instruction began by a certified instructor in sign language and a preschool teacher showing the children had no knowledge of signs at the beginning of the experiment. Children were then randomly assigned to either a traditional lecture group or an educational television group. Both groups received two 1.5 hour sessions of instruction by the instructors in pre-school classroom settings. Children were divided into groups of five and taught 10 signs as from American Sign Language (ASL).

The traditional lecture group had one certified instructor with an additional preschool teacher observing. Three preschools in the southern California area were chosen. The children were divided into groups of five. The children were given two sessions of 1.5 hours of instruction on 10 signs from ASL. The instructor demonstrated the signs and had the children practice during the session. The children were then rated with the following scale:

Zero – if child did not attempt a sign.

1 – if child attempted a sign but was not partially correct

2 – if child got the sign partially correct

3 – if child got the sign fully correct

Both instructors were asked to rate the children's scores (reliability measures were taken).

The educational television group had one instructor with an additional preschool teacher observing. Five preschools in the southern California area were chosen. The children were divided into groups of five and were given two sessions of 1.5 hours of instruction on 10 signs. The signs were identical to those taught to the traditional lecture group. The instructor demonstrated the signs using a DVD produced by *BabyFirstTV* and had the children practiced during the session. The children were then rated with the following scale.

Zero – if child did not attempt a sign.

1 – if child attempted a sign but was not partially correct

2 – if child got the sign partially correct

3 – if child got the sign fully correct

Both instructors were asked to rate the children's scores (reliability measures were taken).

Results

An unpaired t-test was run and reliability measures were taken.

Reliability = .92

Unpaired *t* test results

P value and statistical significance:

The two-tailed P value equals 0.0367

By conventional criteria, this difference is considered to be statistically significant.

Confidence interval:

The mean of Group One minus Group Two equals -1.83

95% confidence interval of this difference: From -3.55 to -0.12

Intermediate values used in calculations:

$t = 2.1388$

$df = 58$

standard error of difference = 0.857

Group	Traditional Lecture	Educational Television
Mean	21.73	23.57
SD	3.44	3.19
SEM	0.63	0.58
N	30	30

Discussion

The primary difference in behavior between the lecture group and the educational television group was on-task behavior. The instructors reported that the children were on-task 68% of the time during the traditional lecture instruction. However, the educational television group were on task 87% of time. On-task behavior was defined as eyes on teacher or television,

not speaking unless asked a question, remaining seated and still and attempting to complete the signs.

The traditional lecture group took an average of 4 minutes and 32 seconds to have the students seat down, remain quiet and keep their eyes on the instructor. The children would cry, run away, hit each other and grab one another during the beginning of the instruction.

The educational television took an average of 46 seconds to get the children to seat quietly and look toward the television. The beginning of the instructional video shows babies. The children clearly responded to these images and some said “look at the babies” during this series. The research above discussed that children find television enjoyable and can grab their attention. The video also has music playing periodically throughout the lesson. Due to perhaps the break up of monotony and the display of babies on the video, these images and sounds made it much easier for the instructors to keep the children on task. Also, there has been discussion of how some children may feel pressure to perform as a result of adults giving orders. However, a DVD perhaps relieves some of the pressure of this stress. It is hypothesized that the main variable for the significant result is that this educational DVD was able to keep the attention of infants better than traditional instruction.

The main component appeared to be the DVD instruction allowed the children to more fully understand the material because it gave the infants a visual learning tool. Human brain research supports this. The cerebral hemisphere in the human brain is divided into a right hemisphere (right brain) and a left hemisphere (left brain). The left brain functions more dominantly in language, logic and calculations while the right brain may perform more dominantly in spatial abilities, music, and visual imagery. The DVD allowed children to have both sides of their brain working by teaching language and giving them visuals on the DVD to

use to understand the concepts. Also, no two lecture teaching lessons are alike. By using a DVD, the teacher can simply hit the rewind button and show children the exact same images for consistency. More research is needed to specifically measure the attention and learning patterns of infants using educational media.

A.

Chapter Five: Arts and Crafts

Quick Story

TODD MARKS

When I was six years-old, I fancied myself a craftsman. My father had just moved the family to Johnson City, Tennessee. We had this beautiful piano that is still with the family to this day. For some reason, my favorite show *Sesame Street* did not come on Public Access that day. I was extremely upset and *Sesame Street* was replaced with a program on how to fix things around the house. I begrudgingly watched it. I felt that I picked up some very good tips. That evening we were eating dinner and Mom had served us steak. I took the kitchen knife and walk over to the piano and proceeded to poke it the side of it as hard as I could. The marks exist on the piano and are extremely noticeable. My family refers to them as the “Todd marks.”

Arts and Crafts using Media

Children love to have fun while they learn and explore new things. Kids of all ages love to make crafts. When I was a toddler, I created a lot of different crafts and arts - from molding clays to cutting papers into different shapes and sizes, coloring, painting, etc. My parents encouraged me to make arts and crafts activities with them. Although a lot of my creations were far from being perfect, what really mattered to me were the special times I spent with my parents. They participated in these fun activities that helped promote my creativity, social skills, and cognitive skills. This paper seeks to discuss the different ideas on how to make arts and crafts with young children and its importance.

In Dr. Lowenfeld’s book, *Your Child and His Art: A Guide for Parents* (1954), he stated the importance of art for children:

Art for your child, introduced in his early years, may well mean the difference between an adjusted, happy individual and one who, in spite of all learning, will remain an unbalanced individual who has difficulty in his relationship to his environment. Art for your child may well be the necessary balance of your child's intellect and his emotions (p. 9)

Educators have stated the children's ability to be creative. It is important for parents to foster their child's creativity early on. According to Raspberry & Selwyn (1995):

"90 percent of kids are creative at 5 years-old, and only 2 percent of children are still creative by the time they're 8 years-old." (p. 3).

Pablo Picasso, one of the greatest artists of the twentieth century, quoted, "Every child is an artist." The problem is how to remain an artist once we grow up." Parents should not only encourage their child in activities such as crafting and making arts, they should participate in these activities as well. Children have a lot of creative energy. There are a number of arts and crafts ideas that will help keep your child's creativity. Parents should make time to practice crafting with their children.

Tips for Making Arts and Crafts with Kids

Every child has the ability to be creative. For parents, the tough task on how to develop and keep their child's creativity is indeed a challenge. However, science and technology nowadays allow parents to keep abreast of how to nurture their child properly. The ability to access various sources from the internet, DVD's, educational TV programs, and books enable

parents to gather ideas and valuable information that will guide them on how to promote the development of their child's cognitive skills and social skills.

Crafting with kids should be first and foremost, a fun time for both parents and their child. It is not only a great way of bonding with kids; it has a positive impact in the growth of young children. I have collected a number of tips and guides for making arts and crafts with kids. Most ideas were from electronic sources via the internet, books, journals and articles. Parents will be amazed by how many arts and crafts they can make with their children. Depending on the age of the child, parents should take into consideration what are the ideal arts and crafts activities for their kid.

Before we get started, what exactly do arts and crafts mean? According to The Oxford Pocket Dictionary of Current English 2008, "arts and crafts are decorative design and handcraft." (<http://www.encyclopedia.com/doc/1O999-artsandcrafts.html>). Handicraft, according to Merriam-Webster dictionary, is a manual skill. (<http://www.merriam-webster.com/dictionary/handicraft>). So, parents allow their children to be artistic once their kids start creating their very own arts and crafts. Whether the arts and crafts are copied from various models/sources or made originally, children are able to express their artistic side and develop manual skills, as well. Parents and children can create arts and crafts together which can start from very simple and easy designs to a more challenging and creative ones as the child grows older.

One important factor for parents to remember, according to Alec Colchico, one of the expert advisers of KCET's A Place of Our Own (daily TV series produced in association with Sesame Workshop), art activities should be open-ended as your kid gets older. Through this, it

builds their self-esteem, eagerness to learn, and develop their creativity. Open-ended art activities allow children to make a personal statement by their own creation of arts and crafts. Their art creation is one way of expressing how they feel and see things (http://www.aplaceofourown.org/question_detail.php?id=235).

According to Kellogg & O'Dell's book, *The Psychology of Children's Art* (1967):

Children who are left alone to draw what they like develop a store of knowledge which enables them to reach their final stage of self-taught art. From that point they may develop into gifted artist, unspoiled. Most children, however, lose interest in drawing after the first few years of school because they are not given this chance to develop (p. 17).

Psychologists and educators have stressed the importance of parents' guidance and participation in arts and crafts activities with their young children. But, as their children get older, it is recommended to allow them to express themselves freely with little supervision (Kellogg & O'Dell, 1967; Lowenfeld, 1954; Raspberry & Selwyn, 1995). Below are the helpful tips for arts and crafts activities with kids.

Helpful Tips:

- Before you start making arts and crafts with your child, make sure all the supplies and materials needed are ready. Materials such as paper, scissors, glue, paint, clay, colors, etc. should be prepared ahead of time. Toddlers are a little impatient so it is important that they don't have to wait too long to start whatever art project you plan to create with them.

- Choose good quality, non-toxic materials. Especially for art activities, you should buy thick and bright colored crayons-children can hold them better and they don't break easily. Also, there should be plenty supply of papers from different shapes and sizes. Pick brushes from size (1/4") to about (1"). Basic supply also includes clay, water colors, safety scissors, washable markers, pencils, and glue. Likewise, you can use other items such as strings, buttons, woods, beads, sticks, pebbles, etc.
- When using paint and brushes for art, instruct your child not to dip it into the paint bottle. Squeeze a little paint onto newspaper or a paper plate. Also, each time your child change colors, have a bowl of water handy to clean the brush. Once the art project is done, use soap and water to clean the brushes your child used and let it dry before you keep it for next art activity.
- Make sure there is ample space for arts and crafts activities. There should be enough light for you and your kids to work on. Provide a permanent space for the arts and crafts materials. It is recommended to have separate drawers for papers, crayons and colors, and other supplies.
- Protect the work area (table, countertop or floor) by using old newspapers or vinyl cloth. When done with the project, clean up is simple and easy. Just throw the dirty newspapers away. The vinyl cloth protects the table or carpet in case of accidental color or paint spills.

- Wear clothes that are worn for arts and crafts activities only. Simply put-both you and your child should wear clothes that can get dirty. Aside from old clothes, you can use aprons or a smock. This way, you don't have to worry about the mess-stains or spills on your clothes during the activity. You can just relax and enjoy crafting or making arts with your kid.
- When making a craft with your child using a craft kit, make sure you read thoroughly and understand the directions and steps. You don't want to look clueless to your child once you start creating the craft project with her. Likewise, let your child look at the sample pictures of finished craft project so she can easily see and understand what you are making with her.
- Repeat arts and crafts activities over and over. Not only does it bring you and your child closer together, it is a fun way to spend quality time and form a special bond. The projects don't have to be perfect. The activity itself allows your child to be creative-to explore and discover the process of making arts and crafts.
- Family vacations such as outing, camping, or going to amusement parks provide excellent material for young kids artwork. This helps the child's imagination and creativity when they make their own art after this travel experience.

- Keep the arts and crafts activities interesting and fresh. Use the internet and search the web for new ideas. The internet has become an excellent medium for information and communication. Collect as many ideas as possible so your child will not be bored with same old activities. Also, check out magazines, books, and other sources for different arts and crafts activities.

Arts and Crafts Ideas

According to Murkoff, co-author of best selling book, *What to Expect When You're Expecting*, "Children as young as a year old love finger painting." She also mentioned in her online advice, Ask Heidi, toddlers will start to enjoy drawing with chalk on a chalkboard or the sidewalk; making collages with paper and glue, feathers, fabric and other small objects; rolling and shaping play clay, etc. The important thing for parents to remember as with any activities with toddlers is close supervision. Allowing your child to have creative control over her arts and crafts projects will encourage imagination-skill that will carry through the rest of her life.

(http://www.whattoexpect.com/playroom/askheidi/crayons.aspx?s_kwcid=ContentNetwork|3428471133&gclid=CKmx4tyIkZgCFRykagod5B6rmg).

As previously mentioned, there are several sources of arts and crafts activities for parents to choose to do with their child. There are hundreds of arts and crafts ideas which are free to download online through internet; interesting books which have enticing colors and pictures to see; magazines which have fresh and new ideas and different craft kits available from craft stores, among others.

For parents who want to check out free arts and crafts activities online, recommended websites are: The Imagination Factory's site at <http://www.kid-at-art.com> (award winning arts

and crafts site for children, parents, and teachers), Crafts for Kids-kindergarten and preschool crafts at <http://www.enchantedlearning.com/crafts/>, Kids Domain Crafts at <http://www.kidsdomain.com/craft/>, website of award winning author, MaryAnn Kohl at <http://www.brightwing.com/Fun%20Activities.html>, Crayola (maker of Crayola crayons and markers) at <http://www.crayola.com/crafts/>, and AHC arts & crafts: Helping kids with Arts at <http://www.artistshelpingchildren.org/>, to name a few.

For babies, parents should remember to keep the craft ideas simple. The idea of crafting with babies is to have fun while they learn, as well. Finger painting is the simplest craft to do with your child. Also, play dough is suitable for crafting with babies. It allows your infant to create different shapes while they feel excited touching the play dough. Since babies are known to put small objects or anything that entices them to their mouth, supervise your child during the activity (<http://www.artsandcraftsforkids.co.uk/babys-first-crafts.html>).

For toddlers, there are countless arts and crafts activities to do from simple ones to more elaborate projects. At this age, young children have vivid imagination and start to show their creative side while making the arts and crafts. A lot of useful and inexpensive materials can be found around the house-papers, boxes, cans, cardboards, strings, egg cartons, etc. which parents and their child can use for crafting. Based on the references and sources I collected, the suggested arts and crafts for toddlers to do are papier-mâché crafts; puppet making; handprint craft using your child's hand prints or hand tracings; finger painting; clay sculpture; and making collages.

Papier-mâché is one of the most useful tools for art and crafting activities. Papier-mâché, as defined by The American Heritage Dictionary of the English Language, is "a material, made

from paper pulp or shreds of paper mixed with glue or paste, that can be molded into various shapes when wet and becomes hard and suitable for painting and varnishing when dry”

([http://dictionary.reference.com/search?q=papier-m%C3%A2ch%](http://dictionary.reference.com/search?q=papier-m%C3%A2ch%C3%A9&db=luna)

[c3%A9&db=luna](http://dictionary.reference.com/search?q=papier-m%C3%A2ch%C3%A9&db=luna)). Papier-mâché helps build strong, solid shapes of different sizes. Paper, especially if you use the old newspapers, becomes an inexpensive and versatile art and craft material you have. Parents should ask their toddlers what kind of papier-mâché they want to make. They can suggest creating piñata, different shapes, or animals.

Parents should also encourage their toddler to scribble. According to Kellogg (1967), “scribbles are the building blocks of children’s art” (p. 19). She stated that children scrawl happily with lines that are vertical, horizontal, diagonal, circular, curved and waving (p. 21). Dr. Lowenfeld (1954) mentioned the positive impact of scribbling: “Scribbling to your child means enjoyment, happiness, release, and the coordination of motions” (p. 72). I used to scribble not just on the papers my mother provided me, but also on the walls of my bedroom. It was indeed fun using the crayons and markers. My mother was wise enough to provide me and my siblings with water-based colors so there were no permanent stains in our walls when we scribbled freely.

According to Alkema’s book, *Complete Guide to Creative Art for Young People* (1971), the holiday season-Christmas, Halloween, Valentine’s day, Mother’s day and Father’s day, etc., is one of the great opportunities to foster creative art (p. 50). Aside from the everyday arts and crafts ideas you will find, the holidays will provide parents and their child interesting and fun activities to do together. Parents will never run out of art and crafts activities with their child as long as they make time to check the numerous tips and ideas available which will keep their child enticed to do crafting and arts.

Importance of Arts and Crafts for Kids

In *Art Really Teaches*, a publication from California Kindergarten Association, Dr. Robinson discusses child development through art. According to Dr. Robinson (1997), art work creates a sense of achievement in the child who creates the art. When children are engaged in art activities, it provides them the opportunity to express their creativity which helps promote their self-esteem. Art activities also promote physical development in children. Children develop their eye-hand coordination, dexterity, and small muscles when they create art.

According to Feinburg (2003), art creation allows the artist to express emotion. It is especially important for young children since it is easier for them to communicate their feelings through art than through words. Art activities also help build children's cognitive skills. Feinburg cited an example-a child who wants to draw a person. This example requires a child to use her skills. First, the child has to remember how people look, then identify the important features such as the head, eyes, etc. The child would next organize those features and show them on paper through shapes and lines. It is a cognitive process which makes the child use different skills such as problem-solving, geometric design, etc.

Dr. Lowenfeld (1954) discusses in his book how children feel when they engage in art activities:

Art not only serves as an emotional outlet but as a continuous source of enjoyment in which the child organizes his thoughts and feelings in creative media (p. 179).

According to Colchico, child development specialist, "art is important because it encompasses all the developmental domains in child development." Art activities enhance fine and gross motor skills; help children's social and emotional development; improve children's cognitive development and allow children to be creative.

According to Joebert, seasoned occupational therapist, children who do arts and crafts activities improve their perseverance, concentration, planning skills and social interaction. In crafting, children learn to keep trying until they finish the project; focus on the specific project at hand; follow instruction systematically and create new ideas for the project if something goes wrong. Children also learn to interact with other people when they work in small groups.

In *Champions of Change: The Impact of the Arts in Learning*, an invaluable report which is a compilation of seven major studies from leading researchers, expounds the impact of the arts on learning through art programs both in and outside of the schools. This document shows the role that the arts can play in the intellectual, personal, and social development of young people. Based on the results of their varied studies, the seven teams of The Champions of Change Researchers found that through engagement with the arts, young people can attain higher levels of achievement.

Research has shown the importance of arts and crafts in children's development. Child development experts have explained how children use art to express how they feel and communicate their thoughts even before they can talk or write. Art and crafts activities not only give children pleasure, it promotes their physical, social, emotional, and cognitive development. It also enhances children's creativity by allowing them creative control over their arts and crafts projects.

Experts stressed that open-ended art activities allow children to discover and manipulate on their own on how to create and plan the art and crafts projects. This results to the development of their creativity and cognitive skills. Likewise, researches have proven that through the engagement with the arts, children can reach higher levels of achievement.

Parents play an important role in how to properly expose their child to the arts and crafts activities. They should make time for these activities, provide the right materials, encourage their child while creating the project and guide them through to make the art and crafts activities not only a fun time but promote their child's development, as well.

Using TV to help Infants with Art

One of the main reasons that the study by BabyFirstTV and The University of Montevallo demonstrated that DVD instruction worked better than traditional methods was due to infants having visuals to assist learning. Here is an example of one of the art activities that you can show your child on the BabyFirstTV DVD entitled *Kitchen Creations*.

The goal is to create a fruit face. First, you need to get apples, color *Cheerios*, colored candy and glue.

1. Show your child the DVD section demonstrating the adorable little girl cooperating and you imitate what the adults are doing which is putting the products on a table.



2. First, place non-toxic glue on an apple. Show your child the section of the DVD below to demonstrate cooperation and then pause the DVD. Allow your child to place candy and *Cheerios* on the apple to create a face. Use verbal praise to show your child this section of the video. Be sure that your child's hands are washed after the activity.



There are other activities on the DVD that you can use and we encourage you to create your own projects with your son or daughter.

Chapter Six: Math

Quick Story

REHEARSING THE NEWS

My small high school in East Tennessee actually had some very smart kids who went there and were featured in the local news. The local news crew arrived and interviewed Frank and Doug because our high school would be attending an academic competition called *The National Academic Decathlon*. The news told Frank and Doug to pretend they are studying. My two friends felt that this was “rehearsing the news.” So, my two comrades decided to do something a little different. While the news was filming them studying, Frank spoke the following dialogue:

Doug, let me ask you the following multiple choice question. What is Einstein’s most famous mathematical formula? Your choices are:

- A. George Washington*
- B. Abraham Lincoln*
- C. JFK*
- D. FDR*

The question appeared on the local news unedited and both my friends felt they had taught the local station a valuable lesson. They later won gold medals at the competition.

How to Teach Mathematics to Infants

Parents sometimes wonder at what age they should teach their kids how to read, do mathematics, make arts and crafts, etc. There are so many activities and lessons for parents to share with their young children. Parents, as we know, are the children’s first and most important teacher. Having said that, I am fortunate that both my parents made an effort to teach me and my

siblings early on not just how to talk, read, write, do math, but lessons in life, as well. At a very young age, I was exposed to different settings and environment which helped me experience and learn what is right and wrong. Now, teaching mathematics to infants? Isn't it too early for parents to teach their infants math? How will parents do it? Do infants actually learn mathematics? To me that sounds really interesting since there were few parents I have talked to who are not even good in math or hates math itself. For them, to teach their infant mathematics would be a challenge.

According to Glenn Doman, physical therapist, best selling author, and founder of The Institutes for the Achievement of Human Potential (IAHP), "Before the age of five a child can easily absorb tremendous amounts of information. If the child is younger than four it will be easier and more effective, before three even easier and much more effective, and before two the easiest and most effective of all."

Janet Doman, daughter of Glenn Doman and co-author of best selling books, *How to Teach your Baby To Read* and *How to Teach Your Baby Math*, among others, stated "The first year of life is a critical time. This is the time when the brain is growing explosively. The brain literally grows by use – and if we use it, we're going to grow it. And if you don't use it, especially in the first 12 months, then you literally will lose brain cells – you won't have as much brain power as you would've had."

It is important that parents take time to teach and perform activities with their children as early as infancy. The younger the child, the faster and easier he will learn. Teaching their infants mathematics is one lesson parents should do with their children early on. One might ask, what exactly is mathematics? According to the American Heritage Dictionary of the English

Language, “Mathematics is the study of the measurement, properties, and relationships of quantities and sets, using numbers and symbols.”

Ideas on How to Teach Mathematics to Infants

The first thing that parents should consider before teaching their infants mathematics is to make the lesson simple and fun. It takes away the pressure of teaching math especially if it is something that parents do not enjoy doing in the first place. Who can blame them? A lot of people have a hard time communicating the fun way of learning math. I remember when I was in elementary school, most of my classmates and I favored the subjects reading, art, and science. These subjects in class allowed us to be creative, express ourselves, explore different places, etc. But in math class, we basically did numerous worksheets assigned to us by our teachers. Unless you are great in numbers and computations, very few students enjoyed mathematics.

Excerpts from Stanislas Dehane’s book, *The Number Sense: How the Mind Creates Mathematics*, states how infants recognize small number of objects (1999):

Newborns readily distinguish two objects from three and perhaps even three from four, while their ears notice the difference between two and three sounds. Hence, their brain apparently comes equipped with numerical detectors that are probably laid down before birth (p. 61). Whatever its origin, a rudimentary accumulator clearly enables infants as early as six months of age to recognize small numbers of objects or sounds and to combine them in elementary additions and subtractions (p. 62).

My parents used simple math-based activities at home to teach me and my siblings the concept of mathematics. Activities such as using different containers to show how to measure volume; reciting favorite nursery rhymes using our fingers for counting numbers; matching shapes and sizes; or using flash cards with numerals and symbols. My parents simply used math concepts to teach me and my siblings mathematics. That way, the activity became easy and enjoyable. There are a lot of fun and easy ways to teach infants math. I have gathered different math concepts from teachers, authors, and child development experts. The information I collected came from various online sources, articles, magazine, and books. Below are few suggestions and concepts for parents to try in teaching their infants math:

Concepts on How to Teach Infants Mathematics:

- Listening to music with infants allow them to feel the rhythm and beat. It also helps stimulate the infants' senses. In a way, music is mathematical because of its regular rhythm and beat.
- During bath time or changing diapers, sing rhymes or counting songs with infants such as "One Two Buckle My Shoe," "Counting 1 to 20," or "10 Little Indians." The beats on these songs relate to number concepts.
- When playing with infants, use blocks and toys with different shapes, sizes, and colors. Describing these items help promote the infant's mathematical thinking skills. Describe to infants the attributes of the toys such as how big or how small it is, if it is full or empty, or the objects' similarities and differences. Infants learn through senses – touch, sight, hearing, taste, and smell.

- For infants to explore spatial relations (properties and placement of objects), set up spaces or materials for them to climb in boxes, on structures, or under tables. Also, describe the properties of the objects such as “The table is small,” or “The box is empty.”
- During sand or water play, provide infants with different sizes of containers. When possible, use proportionate sizes such as 1 cup, $\frac{1}{2}$ cup, $\frac{1}{4}$ cup. Also, allow infants to explore containers that are full and empty. This will enable the infants to explore number and quantity.
- For infants to experiment in classifying objects, provide them with toys or objects that go together in sets. For example, use different shapes and allow infants to classify them by shape or use different crayons and allow infants to classify them by color. Use objects or materials that allow the infants to classify and sort them by shape, size, color, etc.

Classification is a mathematical concept – quantification and comparing sets of numbers.

Psychologists Dr. Elizabeth Brannon and Kerry Jordan conducted a research where they experimented on the infant's ability to understand the concept of math. They tested infants for numerical discernment before they can even talk. Based on their research published in the Proceedings of the National Academy of Sciences, infants were able to compare the number of faces they see to the number of voices they hear – a basic mathematical concept. (Jordan & Brannon, 2006). Isn't that amazing? Infants can actually do basic mathematics.

In Glenn Doman's book, *How to Teach Your Child Math* (2005), Doman's program in teaching infants mathematics uses the Dot Method – the use of large flash cards with dots. He created a daily program (step by step) for parents to follow as guides. The use of flash cards with

dots? How effective is it? Doman, a right-brain educator uses the colored dots system instead of numerals and symbols. Based on the book, the author emphasizes the mathematical concepts first using the colored dots as opposed to symbols.

Steps in Doman's Dot Method:

First Step: Teaching Quantity Recognition

This step is about teaching your infant to perceive actual numbers which are the true value of numerals (symbols). Start with dot cards 1-5 and show it to your child three times on the first day. On the second day, add dot cards 6-10 and show both sets of 5 cards three times a day which would mean six sessions everyday. Continue to show 2 sets of 5 cards, each set three times a day. Shuffle the cards before starting new session to show something new. Each day, add 2 new cards to replace 2 old ones.

Second Step: Equations with Dot Cards

Begin to introduce equations (addition, subtraction, multiplication, division) after you have showed the first 20 cards for First Step. Start with simple addition equation such as $(2+3=5)$. Ex. 2 (flash "2" card) + 3 (flash "3" card) = 5 (flash "5" card). After two weeks of showing different addition equation, start subtractions, followed by multiplication, and then division. This would be at two week intervals of three sessions of equations per day.

Third Step: Problem Solving

Start once you have completed showing the dot cards and simple equations. When you feel it's the right time to do more complicated equations such as moving from two-part $(11+8)$ to three part $(24-12-8)$ and eventually to four-part mixing functions $(30-7+1 \times 2)$ then feel free to advance.

Fourth Step: Teaching Numeral Recognition

Begin to show 11x11 poster board with numerals written in large, red, felt-tipped marker: 6" tall by 3" wide. Combine number with dots. Ex. (dot card of $7 = 7$ number)

Fifth Step: Equations with Numerals

Make 18"x4" poster board cards for equations with numerals.

Ex. ($20+5=25$); (360 divided by 2 minus 100).

Through these steps in Doman's Dot method of using large flash cards with dots, the infant's ability to perceive quantity (lengthy equations) enables them to solve mathematical equations.

Why does Doman prefer the right-brain teaching for infants? Let me briefly describe the human brain hemisphere – the right brain and the left brain. According to the Encyclopedia of Psychology, "Each hemisphere of the brain in normal human adults performs certain types of functions more efficiently than the other. While the left-brain hemisphere is dominant in the areas of language and logic, the right-brain hemisphere is the center of non-verbal intuitive, holistic modes of thinking."

According to The American Heritage Science Dictionary, "the Left Brain is the cerebral hemisphere located on the left side of the corpus callosum. The left brain controls activities on the right side of the body, and in humans, usually controls speech and language functions. The thought processes of logic and calculation are generally associated with the left brain." On the other hand, the Right Brain is "the cerebral hemisphere located on the right side of the corpus callosum. The right brain controls activities on the left side of the body and, in humans, usually controls perception of spatial relationships and the ability to recognize common shapes and objects. The thought processes involved in creativity and imagination are generally associated with the right brain."

Simply put – the cerebral hemisphere in the human brain is divided into a right hemisphere (right brain) and a left hemisphere (left brain). The left brain functions more dominantly in language, logic and calculations while the right brain may perform more dominantly in spatial abilities, music, and visual imagery. According to Makoto Shichida, founder of The Shichida Method and a right-brain educator like Glenn Doman,

“From ages 0-3, the right brain works dominantly. During this period, it is important to provide as much as a baby needs, and to stimulate his or her five senses regularly. This is also a time when the child is fast absorbing information and is extremely eager to learn.”

(http://www.shichidamethod.com/about_founder.html). Both Shichida and Doman believe that the critical period of training the brain would be from ages 0-3. Since the right brain develops and works more dominantly than the left brain until the age of three, Shichida and Doman teach the right-brain education for infants.

Parents have a choice whether they want to teach their infants mathematics by simply doing regular activities that allow infants to learn the concepts of math or follow a particular program such as Doman’s Dot Method in teaching infants math. The important thing is parents should know that teaching mathematics to infants will help promote the development of their mathematical skills based on studies made by psychologists and child development experts.

Infants already have the ability to understand mathematical concepts early on.

According to Geist (2001), “Children, from the day they are born, are mathematicians. They are constructing knowledge constantly as they interact mentally, physically, and socially with their environment and with others.” Geist also stated that children already construct the basic concepts of mathematics (quantification, classification, order) without direct teaching from adults.

Studies have shown the infant's abstract ability to understand basic mathematical concepts. The infant's mathematical thinking can be developed through exercise and stimulation. Researchers and child development experts suggest that to foster the child's understanding of mathematics, incorporate math into daily activities and routine exercises. Provide objects that allow the infants to compare similarities and differences; sort objects by its attributes; explore measurement, the concept of size and weight; explore spatial relations; and experiment on number and quantity.

For parents who want to try Glenn Doman's right-brain teaching method, the author believes that using flash cards with dots in teaching infants mathematics will promote the infant's skills in math.

Chapter Seven: Storytelling

Quick Story

BIONIC MAN vs. SONNY & CHER

My sister was a grandmaster at storytelling. When I was five years-old, my favorite program was *The Bionic Man* which came on at the same time as *Sonny and Cher*. Unfortunately, my older sister loved *Sonny and Cher* and hated all of my programs. My Mom said we would need to take turns weekly on each show. I was always convinced that we had watched *Sonny and Cher* the previous week. My sister would then proceed to tell me that we watched *The Bionic Man*. At first, I knew that she was lying. However, my sister would then start to tell me the story about what happened on *The Bionic Man* with elaborate plotlines, character descriptions and great detail. I would then start to get confused and begin to believe that we must have watched *The Bionic Man* the previous week. The next day at school I would then start to tell my friends about what happened on *The Bionic Man*. My friends were also very confused and told me that they had never seen this episode, and I must be watching some special station. All of my friends began to want to come over to my place to watch this very special program of *The Bionic Man* that they have never seen. My Mother told my friends that the special station only came on once in a while, and I would just need to tell them about it later. I quickly became very popular in my class relying the same stories my sister would tell me.

How to do Storytelling with Infants

I remember the time when I was a toddler how my parents told countless stories about our family, faith, traditions, etc. My father and mother both read books to me and my siblings and performed storytelling animatedly. These activities not only remain priceless memories we shared together, it helped develop my literacy. Parents can do a lot of activities to support the

development of their children's ability to read and write. Storytelling, reading, playing games, and cooking are a number of activities they can share with their children. This paper seeks to discuss the ways on how to do storytelling to infants and its significance.

Storytelling can be described as the ancient art of conveying events in words, images, and sounds frequently by improvisation or embellishment. In every culture and in every land, stories have been shared as a means of entertainment, education, preservation of culture and in order to instill knowledge and moral values. Often, stories are used to teach, explain and entertain. "Storytelling is the human action that communicates thoughts and feelings verbally or visually. Stories and storytelling lie at the heart of human experience."

According to CELLpractices (Center for Early Literacy Learning) Practice Guides for Parents, it suggests that "Storytelling with infants involves short stories or phrases that are very repetitive. The stories can be from books parents read to their child or can be made-up stories." CELL, Center for Early Literacy Learning is a research-to practice technical assistance center funded by the U.S. Department of Education, Office of Special Education Programs, Research to Practice Division.

"The first three years of life are a period of incredible growth in all areas of a baby's development. A newborn's brain is about 25 percent of its approximate adult weight. But by age 3, it has grown dramatically by producing billions of cells and hundreds of trillions of connections, or synapses, between these cells."

Research has shown that the child's first three years experiences have a profound effect on how the brain develops. Engaging infants and toddlers in storybook reading, language games and dialogue help produce increasingly complex neural links in the brain and result in greater intellectual development.

I have three adorable nephews in my home country, Philippines. The eldest is 7 years old and the other two are between 4 to 5 years of age. I enjoyed storytelling and reading books to my eldest nephew when he was about 9 months old. I knew back then that it would help fire up his intellectual capacity. According to Daily News in LA (April 1997), Hillary Clinton marveled at recent studies showing that infants, at 6 months old, are well on their way to learning language. She recalled reading to her baby daughter, Chelsea: “We had no idea . . . that what we were doing was literally turning on the power in her brain, firing up connections that would enable her to speak and read.”

It is vastly important that parents take time to read and do storytelling with their children during the early stages of infant’s growth. Storytelling enables the parents to build an emotional bond with their children.

What Young Children Like In Books

Zero to Three, a national nonprofit organization founded in 1977 by top experts in child development, health and mental health have described the type of books that infants and toddlers like. The organization plays a critical leadership role in promoting understanding key issues affecting young children and their families, infant mental health, early language literacy development, among others. The lists below are suggestions for parents to assist them on what kind of books infants and toddlers prefer.

Infants 0-6 months

- Books with simple, large pictures or designs with bright colors.
- Stiff cardboard, "chunky" books, or fold out books that can be propped up in the crib.
- Cloth and soft vinyl books with simple pictures of people or familiar objects that can go in the bath or get washed.

Infants 6-12 months

- Board books with photos of other babies.
- Brightly colored “chunky” board books to touch and taste!
- Books with photos of familiar objects like balls and bottles.
- Books with sturdy pages that can be propped up or spread out in the crib or on a blanket.
- Plastic/vinyl books for bath time.
- Washable cloth books to cuddle and mouth.
- Small plastic photo albums of family and friends.

Young Toddlers 12-24 months

- Sturdy board books that they can carry.
- Books with photos of children doing familiar things like sleeping or playing.
- Goodnight books for bedtime.
- Books about saying hello and good-bye.
- Books with only a few words on each page.
- Books with simple rhymes or predictable text.
- Animal books of all sizes and shapes.

Toddlers 2-3 years

- Books that tell simple stories.
- Simple rhyming books that they can memorize.
- Bed time books.
- Books about counting, the alphabet, shapes, or sizes.
- Animal books, vehicle books, books about playtime.
- Books with their favorite TV characters inside.
- Books about saying hello and good-bye.

SOURCE: (Early Literacy from www.zerotothree.org/BrainWonders)

Books to Read to Young Children

Reading books to infants is one way of storytelling. There are many books to read to young children to keep them interested and long for more. Reading with infants conveys the message that book time starts with infancy. Grow up Reading, a special program of Westfield Bloomfield Township Public Library in Michigan suggests the books to read to young children – infants and toddlers. Parents can use these books to do storytelling activities with infants and toddlers (<http://www.growupreading.org/babies/index.php?section=140>).

Board Books for Babies Birth to 12 Months

Author	Title
Julie Aigner-Clark	Language Nursery
Jez Alborough	Hug
Dawn Apperley	Wakey-wakey
Penny Gentieu	Wow! Babies!
Elizabeth Hathon	Giggles with Daddy!
Tana Hoban	White on Black
Tana Hoban	Black on White
Tana Hoban	Who Are They?
Roberta Grobel	Intrater Smile!
Karen Katz	Counting Kisses
Karen Katz	Where is Baby's Belly Button?
Margaret Miller	Baby Faces
Margaret Miller	Get Ready, Baby
Margaret Miller	Peekaboo Baby
Jan Ormerod	Peek-A-Boo!
Helen Oxenbury	Clap Hands
Helen Oxenbury	I Touch
Helen Oxenbury	Tickle, Tickle Tom Tracy Show Me!
Rosemary Wells	The Bear Went Over the Mountain

Board Books for Babies 12 to 24 Months

Author	Title
Linda Acredolo	Baby Signs for Mealtime
Nola Buck	Nola Buck How a Baby Grows
Joy Cowley	Mrs. Wishy-Washy Penny Dale Ten in the Bed
Tomie DePaola	Tomie's Little Mother Goose
Jane Dyer	Animal Crackers Nursery Rhymes
Cheryl W. Hudson	Good Night, Baby
Patricia Hubbell	Wrapping Paper Romp
Amanda Leslie	Jumping Frog
Amanda Leslie	Babies' Day: A lift-the-flap book
Amanda Leslie	Babies Play: A lift-the-flap book
Virginia Miller	Go to Bed
Mick Inkpen	Wibbly Pig Opens His Presents
Rachel Isadora	I See
John Prater	One, Tickle Your Tum
Charles Reasoner	Who's Peeking?
Susan Ring	Where's My Nose?
Ann Taylor	Baby Dance

Books for 2 and 3 Year Olds

Author	Title
Molly Bang	Ten, Nine, Eight
Keith Baker	Big Fat Hen
Felicia Bond	Tumble Bumble
Michael Bond	Paddington's ABC
Margaret Wise	Brown Bunny's Noisy Book
Jane Cabrera	Cat's Colors
Eric Carle	From Head to Toe
Denise Fleming	Count!
Eric Hill	Where's Spot
Judy Hindley	Eyes, Nose, Fingers and Toes
Bill Martin	Chicka Chicka Boom Boom
Raffi	Wheels on the Bus
Amy Schwartz	Old MacDonald
Jane Simmons	Come Along, Daisy!
Philemon Sturges	I Love Trains!

Iza Trapani	The Itsy Bitsy Spider
Walt Whippo	Little White Duck
Sue Williams	I Went Walking
Wong Herbert	There's a Mouse in the House

SOURCE: (Grow Up Reading at the West Bloomfield Township Public Library website)

Storytelling Guide to Parents

What is Storytelling anyway? Is storytelling just about reading books? When I asked different people – parents, teenagers, etc., what they think about storytelling, most of them described it as someone reading books to young children. Some, especially grandparents, said that storytelling is a person (teller) sharing stories about myths, folktales, fables, etc., to an audience (listener). Historians believe that Storytelling existed since the beginning of human kind. For many years, stories have taken different forms such as the Oral tradition (spoken word), paintings, forms of architecture and other types of written texts (The Call of Story, PBS television special: Storytelling).

Storytelling, simply put – is the art of telling a story. So, how do parents practice the art of storytelling to their young children? Is it time-consuming to do since now more than ever, parents struggle in managing their time between work and home? It is quite important that parents take part in helping their infants and toddlers develop early language and literacy. Educators and researchers believe that storytelling contributes significantly to early literacy development (Cooper, Collins, & Saxby, 1992; Glazer & Burke, 1994).

The following Guides are provided to show parents how it can help their young children listen, talk and be part of storytelling. The ideas and suggestions were compiled from various sources such as Centers funded by U.S. Department of Education, non-profit organizations which apply evidence-based early learning literacy practices, educators and child psychologists.

(SOURCES: Zero to Three: National Center for Infants, Toddlers & Families; CELL: Center for Early Literacy Learning; McConnie, Marilyn, UCLA Instructor: Children's Literacy Specialist; Honig, Alice Sterling, Child Psychologist, Professor Emerita, Syracuse University).

Storytelling with Infants:

- Infants enjoy hearing the same story over and over again. Choose a story that is interesting and familiar to your child. It could be about members of your family, their favorite toy, animals "pets" such as dogs, cats or birds. Use the phrase "Once upon a time" to let your child know you are about to tell a story.
- Pick books with large pictures and bright colors. Make your story short and simple. Change your voice tones to keep your infant's interest.
- Your baby naturally enjoys the warmth of your company and sound of your voice so during daily routines, tell your baby the story of what you are doing such as preparing his food, how you are diapering her, or getting ready for nap. This promotes special closeness and bond between you and your baby.
- When you are not using a book, make up stories about your infant and make her the star of the story.
- When you are reading a book to your child or telling made-up stories, use exaggerated facial expressions, silly voices and funny body movements or gestures. Make your stories entertaining.

- Encourage your infant to become part of the storytelling by asking “Did you like the story about (infant’s name)?” Observe your child if she shows signs that she wants to hear the story again. Ask “Do you want me to tell you the story again?” If so, repeat telling the story to your child as many times as your child looks interested. This will help your child become familiar with words and phrases.

Storytelling with Toddlers:

- Like infants, toddlers delight in hearing stories about family members, favorite pets, and toys such as trains or dolls. They also like to hear stories about themselves such as the day they were born. Choose a story that interests your toddler.
- Every night, make story time part of your bed time routine. Likewise, take advantage of the times you ride in the car together or while waiting for service in a restaurant.
- Pick books with colorful pictures, simple rhymes and rhythm, and repetition. Toddlers often want to hear their favorite stories over and over again.
- Tell stories that teach phonemic awareness – differentiating between different sounds. Find stories that have many different sounds.
- Make your story simple and short because toddlers have short attention spans and get distracted easily.

- Use puppets or toys that are like the people or characters in your toddler's favorite story.

It will inspire them to remember and play out the story. Allow your toddler chances to take part in telling and retelling stories.

- When you are finished telling a story, make sure to ask questions about what they just heard. This will help your toddler develop comprehension, listening and concentration skills.

I will always cherish the times I shared storytelling with my eldest nephew. When he was a toddler, he liked listening to stories about our family, about animals or his favorite characters in the book. It was rewarding and delightful to see how he reacted enthusiastically and took part to storytelling, too. The fun moment was telling the made-up story and allowing him to retell the story that he heard. He especially enjoyed making up details about the character of the story. My nephew is now 7 years old and according to my sister, he is an active student in class and growing up to be a healthy, friendly, and intelligent young child.

The Significance of Storytelling

Researchers and Child psychologists have noted the significance of storytelling and reading books to children early on – it promotes intellectual development. Young children's early experiences with stories and reading books become the building blocks for early language and literacy development. According to McLane and McNamee (1990):

For many children, the beginnings of literacy appear in activities such as pretend play, drawing, conversations about storybook plots and characters, and conversations about the words on street signs or the labels of favorite foods. Such activities make it clear that children are actively trying to use – and to understand and make sense of – reading and writing long before they can actually read and write (pp. 4 – 5).

Excerpts from Dr. Lawrence Shapiro's book, *How to Raise a Child with a High EQ*, discuss the impact of storytelling with young children (1998):

Psychologists have promoted the positive effects of reading and telling children stories for decades. It is a particularly good way to teach children realistic thinking, as stories can show children how people realistically solve their problems.

Stories are particularly effective in influencing the way our children think and behave, because they like to hear or read them over and over again. This repetition, combined with your children's imaginations and the inestimable power of your presence, makes stories one of the best ways to influence their thinking (p. 90).

According to Glazer & Burke (1994), regarding the significance of a young child retelling a story after listening to it, it enhances the child's awareness of story structure and that they can remember and understand more effectively. Part of storytelling with young children is allowing them to retell the story they just heard to develop their sequencing skills that will help build their comprehension. That is why, it is important that once you are finished telling a story to your child, you should ask questions about what they just heard. Questions such as "What happened first?" or "What would you do?" will promote your child's listening and problem solving skills.

According to Cooper, Collins, & Saxby, (1992), storytelling enhances reading skills by inspiring children to search for a told story in text form. Also, children who have heard a story told will have the ability to read a text of the same story by using prediction skills from their gained knowledge of the story. Additionally, the authors claim that regular storytelling experience increases the vocabulary of young children as they encounter a wide range of new words through story (Cooper, Collins, & Saxby, 1992).

Researches have shown that storytelling indeed promotes young children's early language and literacy skills – the ability to read, write and speak. Parents who do storytelling with their child not only contribute to their child's early literacy development, it creates an emotional bond between them. I myself cherish the special storytelling times I had with my parents. The stories I shared with my parents and family remain fond memories. So, to all the parents out there, happy storytelling! Practice the Guides on how to do storytelling with your young children. Have fun and start creating memories with your children through storytelling and reading books with them.

How to Read a Book to an Infant

Reading books to infants? Isn't it too early to read a book to a baby? Infants may not understand what you are reading to them but reading a book to an infant is a way where parents share a special bond with their child. Not only do parents and infants make special connection through reading books, parents help promote their children's literacy through reading books to them early on.

According to *Helping Your Child Become a Reader*, U.S. Department of Education originally written by Andrea DeBruin-Parecki with Kathryn Perkinson & Lance Ferderer, "Learning to read is built on a foundation of language skills that children start to learn at birth."

Based on scientific research in the fields of reading, early childhood education, and child development (*Preventing Reading Difficulties in Young Children*, a report of the National Research Council, by the Committee on the Prevention of Reading Difficulties in Young Children, 1998; and from the *Joint Position Statement of the International Reading Association (IRA)* and the *National Association for the Education of Young Children*

(*NAEYC*), 1998.) below is the list of Language Accomplishments for Children, Birth to age 3.

Parents should remember that not all children learn and develop at the same pace.

From birth to age 3, most babies and toddlers become able to:

- Make sounds that imitate the tones and rhythms that adults use when talking.
- Respond to gestures and facial expressions.
- Begin to associate words they hear frequently with what the words mean.
- Make cooing, babbling sounds in the crib, which gives way to enjoying rhyming and nonsense word games with a parent or caregiver.
- Play along in games such as "peek-a-boo" and "pat-a-cake."
- Handle objects such as board books and alphabet blocks in their play.
- Recognize certain books by their covers.
- Pretend to read books.
- Understand how books should be handled.
- Share books with an adult as a routine part of life.
- Name some objects in a book.
- Talk about characters in books.
- Look at pictures in books and realize they are symbols of real things.
- Listen to stories.
- Ask or demand that adults read or write with them.
- Begin to pay attention to specific print such as the first letters of their names.
- Scribble with a purpose (trying to write or draw something).
- Produce some letter-like forms and scribbles that resemble, in some way, writing.

The above Language Accomplishments serve as a guide for parents. It doesn't necessarily mean that all children achieve these skills at the same rate. Some children learn and develop faster than others. Now, one might wonder how to start reading a book to an infant? What type of books should be read to infants? What are the benefits of reading a book to an infant? Below are tips and guide on how to read a book to an infant.

Tips on How to Read a Book to an Infant:

1. **Choose the right book to read to infant.** Board books with large pictures, designs, and bright colors; cloth and soft vinyl books; touch-and-feel books; and stiff cardboard or fold out books are ideal books to read to infants. *Goodnight Moon* by Margaret Wise Brown is a perfect book for bedtime; *Baby Faces* by Margaret Miller has enticing images of babies that the infants will enjoy to look at; and *Animal Play: A Touch and Feel Book* by Harriet Ziefert is a good book for parents to read with infants and allow them to touch and feel it.
2. **Make time to read to infant everyday.** Ideally, spend at least 30 minutes each day. At first, read for few minutes at a time, a number of times a day. As the infants grow older, read a little longer as long as they are willing to listen. The times when the infant is calm, alert or just fed (full stomach) are good times to read him a book. Bedtime or before naptime are also ideal.
3. **When you read, hold and cuddle the infant.** You can also sit the infant in your lap when you read a book to him. This way, the infant feels safe and comfortable being close to you while you read to him.
4. **Read aloud to infants.** It will build their listening, memory and vocabulary skills. Make different sounds, gestures, words, and songs that rhyme. This will help the infant learn

about language and encourage them that reading is fun. Also, make your voice sound exciting and fun to get the infant's attention. Once they are interested, they will long for more.

5. **While reading, point to pictures in the book and name them.** Pause a few times and ask questions or make comments such as "Where's the rabbit?" or "The baby is cute."
6. **Read and re-read books especially to infant's favorites.** Repetition is essential on how infants learn by listening over and over and be familiar to certain words, colors, etc. It will eventually promote the infant's love for books.

Educators, psychologists, and child development experts stressed the benefits of reading books to infants – it helps promote their listening and speaking skills; learn words and ideas that build a foundation for language skills; and develop a positive attitude in reading. Although infants at first 6 months or so may not understand a single word you read to them, they enjoy being held and read to by parents and those they love. Reading to infants is one way of talking to them. You don't have to read every word from the book. The important thing is you capture the child's interest and engage them while you read aloud. Ultimately, reading books to infants will encourage the development of different skills needed later on once they begin school. (Honig, 2009; Jalongo Renck, 1998; Meyerhoff, 2009; Trelease, 1995) (Helping Your Child Become a Reader, U.S. Department of Education, 2002).

So to all the parents out there, I encourage you to make time to read a book to your infant everyday. You have an important role to foster your child's literacy that starts at home. Happy reading!

How can I use TV to encourage my child to read?

BabyFirstTV has created a DVD entitled *BabyFirst Tales*. It is the goal of the series to help children and parents enhance their joy reading.

Show your child one story from the DVD in its entirety and then return to the same story. You can then pause in various sections and ask your child to point to different characters and you can explain different points of the story. Later, you can read these classic stories on your own with your child.



Image from *Pinocchio* from *BabyFirst Tales*

Chapter Eight: Exercise and Occupational Therapy

Quick Story

THANK YOU TERRY TAYLOR?

My earliest memories of wanting to be an athlete were watching professional wrestling on television with my Grandfather and Great Uncle. By far, my favorite wrestler was Terry Taylor. He was a young champion who could beat anyone up. I certainly believed that everything in pro-wrestling was very real and very serious. I knew that if I was going to be good at this, I would need to practice. So, in the back room of Mrs. Taylor's class (no relation Terry), Richie, Jimmy and myself had wars with each other with techniques like the figure four, head lock and the body slam. I never became Terry Taylor, but I did learn wrestling through Jujitsu and even won some competitions. I still practice to this day, and as a matter of fact, my forefinger is hurting as I type due to it being jammed by a larger competitor. So, thank you Terry Taylor wherever you are. I am still at it.

Can Infants Exercise?

When I read or hear the word “exercise,” what instantly comes to my mind is someone engaging in physical activity. Activities such as going to the gym to do some work out, lifting weights, brisk walking, running, performing yoga, or any activity that requires your body to move your muscles to keep you physically fit. According to Gale, Encyclopedia of Medicine, “exercise is physical activity that is planned, structured, and repetitive for the purpose of conditioning any part of the body. Exercise is utilized to improve health, maintain fitness, and is important as a means of physical rehabilitation.”

The question is do infants really need to exercise? What are the benefits if children as young as infants do physical exercise? Are there any risks if infants do not get to perform any

physical activity or exercise at all? How can parents help their infants with physical exercise?

These questions will be answered in this paper to shed some light on the importance of physical activities (exercise) to infants.

The idea of parents helping their infants to do physical exercise is a great way not only to interact with their babies but also to help promote their physical development. Books, Baby Exercise Classes and Parenting Videos are some sources where parents can get ideas on how to perform exercise (age appropriately) with their young children. There are a number of Parenting Videos online and DVDs in stores that offer exercise programs for babies. Nowadays, parents can search the internet to see what particular exercise or physical activities they can do with their infants. Videos from Baby Builders, instructed by pediatric physical therapist, Jenna Zervas, MSPT and Wee Exercise, created by Licensed Pediatric Occupational Therapist, Margaret Barnes and TV/Video Producer, Karen LeBlanc are just two examples of DVD products endorsed by child development experts, pediatricians, and professionals that parents can check out.

The ideas laid down in this paper will hopefully help the parents practice the suggested physical activities with their infants. Exercise promotes motor development in infants. Physical Activity also plays an important role in babies' emotional, social, and cognitive development by encouraging brain activity through simple movements and exercises.

Ideas on How Parents Can Help Infants with Physical Exercise

National Association of Sports and Physical Education (NASPE), a non-profit professional membership association that sets the standard for practice in physical education and sport recently released its first ever Physical Activity Guidelines for infants, toddlers and preschoolers. The guidelines were developed by motor development experts, movement

specialists, exercise physiologists and medical professionals chaired by Dr. Jane Clark to identify the physical activity needs of young children during the first years of life. According to Dr. Clark, professor and chair of the Department of Kinesiology at the University of Maryland, “Adopting a physically active lifestyle early in life increases the likelihood that infants and young children will learn to move skillfully. Promoting and fostering enjoyment of movement and motor skill confidence and competence at an early age will help to ensure healthy development and later participation in physical activity.”

(<http://www.aahperd.org/naspe/template.cfm?template>

=toddlers.html). Below is NASPE’s Physical Activity Guidelines for Infants:

GUIDELINES:

1. Infants should interact with parents and/or caregivers in daily physical activities that are dedicated to promoting the exploration of their environment.
2. Infants should be placed in safe settings that facilitate physical activity and do not restrict movement for prolonged periods of time.
3. Infants' physical activity should promote the development of movement skills.
4. Infants should have an environment that meets or exceeds recommended safety standards for performing large muscle activities.
5. Individuals responsible for the well being of infants should be aware of the importance of physical activity and facilitate the child's movement skills.

(SOURCE: NASPE Activity Start: A Statement of Physical Activity Guidelines for Children Birth to Five Years)

Through these guidelines, parents are now informed to engage their infants in daily physical activity that promotes movement skills and health-related fitness. Based on the Physical Activity Guidelines developed by NASPE, here are some tips and ideas on how parents can help their infants with physical activities:

PHYSICAL ACTIVITIES TO DO WITH INFANTS:

- Hold, rock, and carry the infants to different places so they are exposed to new environments allowing them to reach, kick, and roll. Places like the playground, the mall, or just outside the house when you take them on walks let the infants explore different settings and watch other young children, as well.
- Play peek-a-boo. This game stimulates communication and gives cognitive lessons to infants by teaching them that after objects disappear, it will come back and can be found.
- Allow enough tummy time such as playing with infants that let them lie on their stomach which promotes muscle development in the neck and shoulders.
- Dance to your favorite tunes while holding the infant in your arms.
- Place enticing toys (brightly-colored and easy-to-grasp) that are slightly out of the infant's reach to encourage gross motor skills. This way, infants will try to reach, crawl, or roll over to take it.
- On a pad, place the infant on his stomach to allow him to practice lifting his head and kicking his legs.
- While the infant is lying on his back, move his legs in bicycle movement.
- Hold the infant's waist to support her in upright position before letting her feet touch the ground.
- Encourage the infant to walk or crawl instead of using walkers.
- Raise infant in the air (cautiously) while supporting her abdomen.
- Play pat-a-cake. It's a fun rhyme to chant with infants while they learn to clap their hands.
- When the infant is propped in a sitting position (head and neck are supported), guide him to place his hands on a ball and assist him in rolling the ball forward. This helps the infant learn how to straighten his arms.
- While the infant is lying on her stomach, allow her to push off against her hands to encourage crawling.
- Gently pull the infant from lying to sitting position. It encourages head/neck control.

There are so many physical activities or exercises that parents can do to help promote the development of their infant's fine and gross motor skills, as well as their emotional and cognitive

skills. The important thing for parents to remember is that when they engage in exercises with their infants, it should be in a place where it is safe to perform these activities and they have a joyful time while doing it with their infants.

Benefits of Physical Exercise to Infants

In National Association of Sports and Physical Education's (NASPE) 2002 report, it stated that "Confining babies and young children to strollers, play pens, car and infant seats for hours at a time may delay development such as rolling over, crawling, walking, and even cognitive development." It also stated that "from the beginning of life, infants should be encouraged to be physically active." In the Physical Activity Guidelines for Infants, NASPE suggested engaging infants in a variety of baby games such as peek-a-boo and pat-a-cake and sessions in which the child is held, rocked and carried to new environments. These simple activities will help infants to learn to move skillfully.

According to Janet Doman, Director of The Institutes for the Achievement of Human Potential, the more the baby crawls, the better his breathing becomes. "Newborn babies have immature and irregular breathing. Babies who are moving all the time develop more mature breathing much more rapidly. This improved respiration has many wonderful neurological consequences for the baby. The lungs are the reservoir for oxygen, and oxygen is the primary food of the brain. The baby's brain requires much more oxygen than the adult brain does. A moving baby is a better oxygenated baby. Better oxygen to the brain improves all areas of function to some degree."

Parents should allow ample tummy time, the amount of time infants spend lying on their stomachs while awake. According to Judy Towne Jennings, PT, spokesperson of The American Physical Therapy Association (APTA), "lack of tummy time for infants can delay their

developmental, cognitive and organizational skills. It can also cause eye-tracking problems and behavioral issues, to name just some complications.” Colleen Coulter-O’Berry, Physical Therapist at Children’s Healthcare of Atlanta said “Increasing the amount of time your baby lies on his or her tummy promotes muscle development in the neck and shoulders; helps prevent tight neck muscles, and the development of flat areas on the back of the baby’s head; and helps build the muscles baby needs to roll, sit and crawl.” So, parents are encouraged to perform physical activities or exercises that include infants lying on their stomachs

In *Active Living: Physical Activities for Infants, Toddlers, and Preschoolers* (Early Childhood Educational Journal) written by Dr. Eastman (1997), president of the Canadian Association for Young Children and co-editor of *The Journal of Early Childhood Development*, it stated that the motor skills of children develop the instant they are born and continues throughout life. Movement is an important part of a child’s physical, mental and emotional development. It also discussed that young children can deal with stress more effectively as a result of physical activity.

The American Heart Association (AHA) stressed the importance of Physical Activity or Exercise to children. According to AHA, “Physical Activity produces overall physical, psychological and social benefits. Physical Activity also helps with controlling weight, reducing blood pressure, reducing the risk of diabetes and some kinds of cancer, to name a few. Increased physical activity has been associated with an increased life expectancy and decreased risk in cardiovascular disease.”

Medical professionals, motor development experts, and movement specialists stressed the importance of physical activity or age-appropriate exercise to infants and young children. Physical activity fosters motor skills and cognitive skills, promotes physical development, and

produces emotional and social benefits in infants. Exercise helps avoid developmental delays in babies. Parents who engage their infant in physical activities help build a foundation for a healthy habit.

Nowadays, parents have a variety of sources to gather information and choose what types of exercises or physical activities they want to do with their infants. There are guides and tips that are available online (in terms of safety precautions) in performing exercises with young children. Books, DVDs and interactive videos are also educational sources for parents. Likewise, parents can attend exercise classes or yoga classes together with other parents and children. The important thing is - parents should make the physical activities a fun experience for their young children. Kids will not realize they are doing physical exercises if they enjoy doing it!

Parents should act as role model to their children. To avoid the sedentary problem – too much sitting around, parents should encourage their young children to do physical activities with them and lessen the hours of watching television, playing videogames, or surfing the internet. The key to a healthy lifestyle is doing regular physical activity together with a healthy diet.

How can I use TV to get my kids active?

BabyFirstTV has created a DVD entitled *MyGym at Home* that helps children and parents work together in fun and healthy exercises. Adults use exercise videos by the millions.

BabyFirstTV feels that children can learn to use TV to exercise as well as learn. Watch a routine on *MyGym at Home* in its entirety with your child. Then watch it again while you and your child imitate what you see. You can use the pause button in order to keep up with the activities. These activities were created by Pediatricians and Occupational Therapists to ensure safety and health.

The following section is called *Hip Rolls and Tickles*:

1. Begin with tickles and light taps



2. Clap your child's hands together while the song is playing.



3. Move your child's arms gently and slowly in a circular motion.



4. Help your child reach their toes



5. Stretch your child's legs very gently



6. Gently move your child's knee to one side as they lay down



7. Gently stretch a leg straight and tickle an ear



8. Bounce your baby gently to a song



There are other fun and healthy exercises for your child on the DVD. Learn them and help your child understand that TV can be used for productive activities.

Chapter Nine: Special Needs Children

Quick Story

TO INFINITY and BEYOND!

I have worked with autistic children for years and one of most challenging was a ten year-old I will call Johnny. I was given this case because no one else wanted it. Johnny would hit, spit and scream at anyone who came near him. I worked with him for weeks and barely got him to do any productive activity. However, I noticed he loved television and movies. After he saw *The Toy Story*, I got his toy *Buzz Lightyear* doll and said to him “to infinity!” Johnny smiled and replied “and beyond!” After that, I used television a great deal with him. He sang *Winnie the Pooh* to me after watching some of the cartoons of this famous character. He also recited lines

from *The Little Mermaid* and loved playing with *Nemo*. It was a way for us to break the ice and progress our communication.

Special Needs Children

There are many different kinds of learning and physical disabilities. It is not known how many children have special needs but some statistics are staggering. According to the Center for Disease Control, 1 in 150 children are autistic. Attention-Deficit Disorder is rising as well as other learning problems. Millions of children suffer from such disorders and it would be impossible to discuss all of them in this chapter. However, there are a few guidelines that you can use. First, if you suspect that your child has a physical or learning disability, consult your doctor immediately. Some medical doctors will not be able to diagnose certain mental disabilities, but an MD can refer you to a psychiatrist or appropriate psychologist. There is much information on different disabilities. Dr. Steven Smith wrote the following on autism for this book.

Biography of Dr. Smith



Dr. Steven Smith received his Medical Degree from Creighton University in Omaha in 1991. After the completion of his Residency through the University of Colorado Health Sciences Center in 1994, Dr. Smith was Board Certified in Family Medicine. His Family Medicine Residency was ranked in the top 4 nationwide and the chairman, Dr. Larry Green, later became the chief adviser to President Bill Clinton for primary healthcare administration under the ASPN model. He practiced in Denver for the next 5 years and was an active Clinical Faculty Member for the University of Colorado School of Medicine teaching Medical students and Residents.

Dealing with Autism

By Steven Smith, MD

Treatment for ASD can be monumentally expensive. Few parents have the resources to pay for the treatment for the more moderate to severe cases of ASD which may last 18+ years in some cases. The issue, therefore, becomes one of who or what organization is going to pay for treatment. At the current time, the majority of health insurance companies do not consider autism to be a medical condition nor a mental condition. They consider it to be an educational or learning deficiency and absolve themselves from paying for treatment. At this time, except by perhaps case by case basis, there are no major health insurance companies paying for ASD treatments such as ABA, PRT, SCERTS, and the like. This may be changing under the current administration, we will see. For the first 2 years of life, The Department of Social Services pays for treatment. After that, the State Department of Education is legally responsible to pay for testing and treatment that they deem appropriate. There is a legal process in which parents and the School System must participate called an IEP (Individualized Education Program). This process is typically done at the initial diagnosis if the child is over age 2, or once the child with ASD becomes 2 or older. It is revisited at least every year unless there are major changes required sooner. It is advisable for parents to be well acquainted with their legal rights and consult an experienced educational process attorney before beginning the initial IEP with the school district.

The most important thing to remember once this diagnosis of ASD has been made is **there is hope**. Forty years ago there were essentially no treatments available for these children so it was considered to be a lifetime of severe impairment. Unfortunately, the stigma of autism has lasted even into modern times and most parents are devastated to the point of being paralyzed with despair. I cannot stress this enough, there is definitely hope that the child can grow up, get married, have a career and the like. The important thing to do is to mobilize your resources as quickly as possible to begin treatment. Someone once said, "Behind every success story in autism is an exhausted mother." This is quite true.

What do I do after a Diagnosis?

If your child is diagnosed with a learning or physical disability, believe or not, it is not the end of the world. Richard Borchers, Fields Medalist and Nobel Prize Winner Vernon L. Smith were diagnosed with autism. Doctors, professors and other professionals have been given various labels of learning and physical disabilities. So, the question becomes: what do you do after a diagnosis. Dr. Selena Emond wrote the following section to answer this question in reference to autism to give you an example of the many methods of help that are available.



Selena Emond, M.A., B.C.B.A., Selena has a doctorate in developmental psychology from the University of Maryland. Her interests include examining the relationship between parent training programs and possible effect(s) on parent's perceptions of their child's school readiness, parenting self-efficacy as well as parent's ratings of their child's behavior. She is a member of the American Psychological Association and the California Association for Behavior Analysts. Her awards include the University of Maryland's Dissertation Fellowship Award and the International Positive Psychology Fellowship Award.

Diagnosis: Now What?

By Selena Emond, Ph. D. BCBA

Prioritizing services, assessments and observations is imperative. You want all professionals to see your child, however you don't want to pay each of them to conduct the same assessments. You will have to manage that. When it comes to assessments parents often wonder if they are valid or are leery of who is conducting the assessment. Your job is to make sure that the professional conducting an assessment on your child is properly credentialed to give the assessment. Do not ever hesitate to ask any questions and if you don't get the answer you are looking for, ask the person's supervisor. If the assessments being given are standardized assessments (which they should be) then they should all point the same direction. A similar picture of your child's developmental levels should be coming through on all the assessments. At times an assessment might be scored and doesn't seem to properly represent your child. Examine reasons why: Was your child getting sick? Was your child just having an off day? You just need to remember that assessments should generally map on to each other. Scheduling assessments and meetings can become extremely frustrating when you are trying to get multiple people in the same room at the same time. Stay focused and stay strong. This is your child and you are just beginning your battle.

There are a few services that your child will more than likely need immediately: Speech and ABA (applied behavior analysis). Speech therapy is imperative and you will find that a good Speech Pathologist working on your team will make your efforts more cohesive. Even if your child is highly verbal – there are often speech patterns that might be concerning: a high level of expressive language, but low understanding of language (receptive), or often there can be comprehension concerns. Having a Speech Pathologist to pin point language concerns will make your efforts less frustrating and will help you know that you are making progress towards helping your child be able to communicate effectively. What you don't want to do is enter a phase of denial about services. It is always better to look back and think that maybe your child didn't need speech, but you don't ever want to look back when your child is in 2nd or 4th grade

and think that you really should have listened and had your child in speech therapy. You have a very small window to work hard and help your child reach full potential.

Parents often wonder how to have their child's speech evaluated and then how much speech therapy does their child need? The answers can vary depending on who is doing the assessment. I have worked with children as young as three who are receiving 3 full hours of speech per week. This can be broken down into 30-minute sessions or full one-hour sessions. If you can avoid "group" speech and stick with private sessions your child will make improvements sooner. Always do the math when looking at services: if your child is in a group setting for 45 minutes with 4 children – how much actual one on one time is your child getting for their specific language needs? Don't get caught up in the "but is it a good social opportunity" argument. There will be plenty of other ways to socialize your child. Speech needs to focus directly on your child's deficits. Speech will be (should be) a very fun place for your child. Children love going to speech – and you will love the new levels of communication.

All of this can be overwhelming, but your job as a parent is to learn everything you can about your child's diagnosis and about all the services that they will need to improve. Know that there are many professionals out there who are anxious to help. There are also other parents who will be open and willing to share what they have learned along the way.

Can TV help Special Needs Children

BabyFirstTV and The University of Montevallo conducted a study to determine if using a DVD to teach sign language is better than traditional methods for autistic children. The University of Montevallo received no payment for their participation to ensure the validity of the findings. The methodology was identical to the study mentioned earlier in this book. Below are the statistical findings that demonstrate using a DVD from BabyFirstTV works significantly better than traditional teaching. The participants in this study were sixty children diagnosed with autism ages from five to ten years old. The children received instruction from Behavioral Therapists in their homes from the psychological group *Best Practices LLC* in the southern California area.

P value and statistical significance:

The two-tailed P value equals 0.0481

By conventional criteria, this difference is considered to be statistically significant.

Confidence interval:

The mean of Group One minus Group Two equals -1.87

95% confidence interval of this difference: From -3.72 to -0.02

Intermediate values used in calculations: $t = 2.0195$ $df = 58$

standard error of difference = 0.924

Group	Group One – Traditional Lecture	Group Two – DVD Instruction
Mean	18.87	20.73
SD	3.48	3.68
SEM	0.64	0.67
N	30	30

More Information

For parents who would like more information on Autism or other learning disorders, please contact Best Practices LLC. There website is www.elevatebehavior.com.

Chapter Ten: Media in the Classroom

THIS IS THE BEST PART!

My old health teacher believed in media instruction, sort of. He was our basketball coach as well. I was honestly the second best basketball player in my class next to Josh Robertson. I played one year on the team, but the following year the coach cut me because that I was also on the speech and drama team and as result, I missed some practices. I was, of course, quite bitter, but I was required to take health class from the Coach. He would get so angry with me talking out of turn and disagreeing with him during the class that he would throw chalk at my face. I would bet the students in my class that they could not get him to throw his chalk at their faces. Several of my good buddies took me up on the challenge, and sure enough, the Coach would throw the chalk in their faces in almost every class. However, one day the Coach seemed in a good mood and no matter what anyone said no chalk was thrown. Finally, Frank succeeded by raising his hand and asking “Coach, do you believe that two students can kiss on the first date if both parties are mature and liberal?” The Coach finally asked “what do I need to do to get you students to behave?” We told him that we want to see a movie during class. He agreed. We were very excited to have at least one class where we do nothing but watch a movie. We felt that we had won and agreed to stop harassing him. Coach brought in the movie *ET: The Extraterrestrial*. This is certainly a great movie, but all of us had seen the movie so many times and realized that harassing the Coach was much more fun. We realized we had made a huge mistake. The guys asked me to get us out of this. Therefore, during the scene when ET has a glowing finger I said to the Coach “we would like to start learning from you again.” The Coach looked at me suddenly and replied: “Quiet! This is the best part.”

Media Instruction

We have covered many different educational studies including one of our own that demonstrate how television can enhance learning when it is used appropriately, but what about using media in the classroom? Media including computers, software, DVDs and even video cameras have exploded in our education system. In the 1980s, children were exposed to very simple computers such as the Apple IIe. Today, we have internet connection, complex calculators and even the ability to download information from our cell phones.

The United States more than \$66 billion investment in school technology (QED, 2004). Nearly 100% of all schools now have internet access (*Secretary's Fourth Annual Report on Teacher Quality*). In the 1980s, the internet did not even exist for students. From 1998 and 2003, the ratio of students connected to computer in a classroom went from 12:1 to 4:1. According to the U.S. Department of Education, 91% of children surf the web along with 80% of children in kindergarten and 67% of children in nursery school. Furthermore, according to statistics gathered by Dr. Herr of California State University, children watch an average of 1,680 minutes of television per week and 70% of daycare centers use television, and children spend an average of 900 hours a year in school, but will spend 1500 hours watching television. The benefits and disadvantages of these statistics were discussed in the first chapter.

Over 70% teenagers said they relied mostly on internet sources for school projects and 34% of online young children from 12-17 download study aides from the internet. (Lenhart, Rainie, & Lewis, 2001). The U.S. Bureau of the Census (2003) determined that 57 percent of all children in school ages 7-17 use a home computer to complete school assignments. Among children who use instant messaging, 78% state that they use messaging to discuss academic assignments.

Does Educational Media Work Better than Traditional Methods?

In a meta-analysis concluded that a positive relationship between use of educational media and student achievement exists in reading and mathematics. These findings were also true of pre-K children to grade 3 (Kulik & Kulik, 1991; Kulik, 1994; Fletcher-Flinn & Gravatt, 1995).

Sivin-Kachala and Bialo (2000) examined 311 research studies on the effectiveness of educational media on student achievement. The results showed a revealed positive and significant improvement in all subject areas including increased achievement in preschool through high school for both regular and special needs students. There was also evidence of improved attitudes toward learning and increased self-esteem.

When teachers have access to wireless laptop computers studies have shown an increase in grades and motivation as well as discipline among students. Also, the Michigan Education Assessment Program (MEAP) test showed an overall increase 29 percent to 41 percent for seventh graders and from 31 to 63 percent for eighth graders (eSchool News, 2005).

Schacter (1999) reported that higher order thinking increases when students have access to a variety of technologies. These include: computer assisted instruction, integrated learning systems, simulations and software that teaches higher order thinking, collaborative networked technologies, or design and programming technologies. These educational media tools create an increase in achievement on standardized testing as well.

Video education itself has also shown to be quite beneficial. Cavanaugh (2001) studied videoconferencing for K-12 academic achievement and found a positive effect in favor of distance education. The results were even stronger when there was a combination of

individualized instruction with traditional classroom instruction. Other studies support a using video including Boster, Meyer, Roberto, & Inge (2002). These researchers examined a standards-based video clips with developed by classroom teachers and found increases student achievement. The study of more than 1,400 elementary and middle school showed an average increase in learning for students exposed to the video clip application compared to students who received traditional instruction alone.

In a massive study looking at 221 public schools, the researchers examined if media actually helps students (Lance, 1994). The researchers studied the quality of library media programs and if such media can help learning. Several conclusions were made:

B. Schools with better funded media programs tend to achieve higher average reading scores. It did not matter whether the schools or communities were rich or poor, or whether the parents were well educated.

C. Expertise of staff had a crucial impact on success of program.

Participation of library media specialists was key. Higher participation of specialists tended to create higher test scores of the students.

Chapter Eleven: Growing up

Quick Story

BRUCE LEE IS ON

I have known Derek for many years who contributed to this book below. He is simply one of the most respected educators in the country. When we were in graduate school together, he was very diligent about his work and was a Bruce Lee fan. He and I decided to study together for a test at his place and afterwards we rewarded ourselves by ordering pizza and watching the

movie *The Big Boss*. Derek then got a phone call at 1 am from his girlfriend asking him to come over. He said he could not because it was too late. He hung up the phone and said “What is she thinking? Bruce Lee is on.”

What about when my child gets older?

Parents do need to get more involved in our educational system. According to the Programme for International Student Assessment, the United States ranked 24th in the world in literacy and problem solving and was not in the top twenty for math, sciences and other subjects. America actually spends more money than any other country on education; however, we seem to make poor decisions. So, what can parents do? Dr. Derek Mitchell wrote the following to help with this question.



Derek Mitchell: Executive Director, New and Charter Schools, Prince Georges County School District (MD). Born and raised in Chicago, IL. Dr. Derek Mitchell received a BA in English and Writing from Pomona College in Claremont, CA. and a PhD in Educational Psychology from the Graduate School of Education and Information Studies, University of California at Los Angeles. While at UCLA, Dr Mitchell served as the chief architect and Project Director for the Quality School Portfolio Training Initiative at the Center for Research on Evaluation, Standards and Student Testing (CRESST), a project that pioneered school and district information management system and data-driven support technologies. After receiving his degree, Dr. Mitchell served as the Director of Technology and Student Achievement for the Oakland Unified School District where he was responsible for Equity-related challenges facing the district in assessment, technology and achievement. Subsequently, Dr. Mitchell served as Program Manager in the District Alliance Program at the Stupski Foundation in California where he managed the foundations efforts to support district-wide reform in several districts across the country, including Jackson Public Schools in Mississippi, and Baltimore City Public Schools System in Maryland. Currently, Dr. Derek Mitchell is the Executive Director of the Opportunity Zone in Prince George's County Maryland which consists of the district's efforts to instill innovative school options as a core component of district wide reforms. He's responsible for several departments including New & Charter Schools, Pupil Accounting & School Boundaries and New School Design and Development.

A Little Advice to Parents

by Derek Mitchell, Ph. D.

1. What should parents do to work with the school and school district to help them and themselves?

First and foremost, get engaged and STAY ENGAGED. Research shows that parents are there at the start, encouraging, empowering and supporting the child, but that their presence tapers off to almost invisibility by the time of middle school. Please know that Parents are the third leg in the triumvirate essential to a student's success. (The other two are **the school** and **the child**). Many parents make the mistake of leaving the education of their child solely up to the school, taking an 'hands off' approach while expecting that the professional educators know what they are doing. Or, after being put off by a dismissive administrator, or an overly-exhausted teacher, parents lose their innate desire to be a true partner in the process of scaffolding success for their child. Don't let this happen! You are your child's first teacher! Be present in your child's education, know her teacher, have their work number on speed dial. Know the principal and the counselors as well because often they are the ones whose insights can help you most. If you aren't discussing your child's needs with his teachers at least once a month, then you're probably not engaged enough. Be present at the school, and not in just the volunteer chaperone and bake-sale kind of way, but in participating in conversations about the school's goals and engaging in planning about your child's future with those who have his education in their sometimes way over-worked hands.

2. What are the biggest mistakes parents make working with schools?

Probably the biggest mistake is expecting someone other than you yourself to advocate tirelessly for the best interests of your child. The Principal, even the best in the world who knows each child by name, has many children to advocate for; and the teacher, even if your child is a 'favorite,' has an entire class of precious ones to work with. In the hustle and bustle of the speeding train that is the school day, it is likely, even predictable that the needs of some kids will be left under-served, and the only thing that could counter-act this fact and ensure that your child isn't one of those falling through the cracks is the presence of a truly engaged and dynamic parent.

The second worse mistake parents make, is a surprising one: under-estimating their child. Students with low achievement and low self-efficacy are more often than not, channeling low expectations of them on the parts of the adults around them, including their parents. Our children are brilliant, just look at the speed with which they assimilate information and the casual ease with which they master any new piece of technology. They are extraordinary in their ability to tie together bits of information into patterns to then act upon. Because of this, be careful with messages signaling that you believe school might be too difficult, or that a particular subject is something only 'brainiacs' can master. Your message to your child in these instances is, "don't try too hard because you probably won't do very well anyway." Many parents who struggled with math concepts in their own schooling are entirely too dismissive of their own children's struggle. Even mentioning 'yeah math was tough for me too, don't sweat it,' sounds like a good thing to say, but it most likely isn't. All children can learn. And each successive generation

learns even faster than the one before. Heck, in the 18th Century it was believed that learning Calculus couldn't be done in less than 20 years. Students today do it in as many weeks.

Your best bet is to encourage your child's brilliance and perseverance. There is nothing that they can not master without concerted efforts and your loving support. Try a response like this, "That does sound tough, but you know what? I bet with a little time and concentration, we can figure it out together."

What about this challenging economy?

Dr. John Lee offers some great advice to help parents prepare their children in this challenging economy.



Dr. Lee currently works for UCLA as a Senior Researcher. He has worked with school districts throughout the country and was instrumental in the development of Quality School Portfolio or (QSP) which is being used in all fifty states. He has taught educational courses for graduate students seeking to get their teaching credential and he has many publications in the field of education. As a father, researcher, teacher and developer of educational tools, Dr. Lee understands the challenges that parents face.

How Does Technology Help Our Children Compete in Today's Global Economy?

by John Lee, Ph. D.

With the ongoing downturn in the national and global economy, including the increased layoffs and bailouts, we are faced with a great challenge. Will our children be able to compete not only with students from overseas, but also from those who are losing their jobs and now looking for work? In our shrinking world, we see that the need to perform in a more technology-driven sectors of business (service, manufacturing, research and development). Our students will need the knowledge, abilities and skills to be ready for the workforce. Higher level cognitive skills like problem solving and critical thinking will be required for success. Technology serves as a vehicle and tool set to enable the efficient and effective collaboration of workers to accomplish tasks that are difficult to achieve without such supports.

What does this mean for our kids? How does their interaction with technology (Television, computers, the internet, social networking, messaging, etc.) prepare them for their current and future education and careers? My opinion is that these skills can be learned not only at school, but as technology becomes more affordable and prolific in the home environment, that parents can provide "opportunities to learn" technical skills to improve the technology literacy of their children. With the proliferation of mobile smart phones and other communication devices

and methods (like texting and instant messaging), students can draw on their social networks for expert advice and get help from others whom they trust and value their input. Technology can also help them keep organized and provide ways to collaborate that cross time and sometimes national boundaries.

Technology will and has been integrated more and more into the fabric of everyday life; it enables students to do things we couldn't dream of doing twenty years ago. As processing speed and memory capacities increase exponentially, the capabilities of those technologies also grow and allow for the creativity and innovation in many different fields, from hospitals and disease prevention, treatment and cures, to law enforcement and crime investigations, to recreation, to military operations, to homeland security to transportation, and to the performing and visual arts, and into the homes of the future. In the early 80's, Alvin Toffler spoke of the "electronic cottage" where people could exclusively work from home. Today we have telecommuters who are doing just that: working with clients all over the world through video conference and working remotely, even providing assistance by taking control over a client's computer to troubleshoot or demonstrate a capability or program. They also can make presentations and webcasts to a number of people across the globe in real time or recorded for on-demand replay.

Another thing I would advocate is learning some form of computer programming. I believe that we should learn one like we would another foreign language. It doesn't need to be in a great deal of depth, but some idea of how algorithm and subroutines work would go a long way. Having an object-oriented way of thinking about code and what it can do. Whether it is high level programming, or even simpler languages like visual basic (like working with macros in Word and Excel). Learning how to automate repeated tasks can help efficiency, empower others to perform tasks quickly and expand one's own thinking with relation to creating and modifying the code to adapt to changing needs.

The caveat is that excessive use of technology can also be counter-productive. It is not a panacea for everything and can de-humanize and isolate some. Moderation is the key and to use one's available technologies effectively and efficiently. The personal relationships students build with others of their peer group and those older and younger than them are also vital to healthy and productive lives. Technologies are the vehicle and tools that we can bring to bear on today and tomorrow's challenges.

So when your child is wanting to play 3D simulation games that require fine motor skills and critical thinking, don't be so quick to make him or her stop. He or she might just be the next arthroscopic surgeon doing an operation on a patient on the opposite side of the planet.

How Do I educate my child when they get older?

Educating your child as he or she gets older has many challenges. Parents must discuss many things including dealing with drugs, alcohol, sex, college, career, bullying, SAT scores, health and you name it. Many books on these many subjects are available. I recommend using books that contain scientific evidence to back up their suggestions. I am proud that this book has studies to support our assertions. There are many educational methods that teachers and parents

can use to help children. One that is often ignored, but extremely effective is *Generative Learning*. This particular learning model helps children generate their own ideas. Research has shown that generative techniques have increased achievement for college, secondary and elementary students in several areas including math, reading, sciences and economics (Wittrock 1974a, 1974b, 1981, 1990, 1995, 1991; Wittrock and Alesandrini).

Generative Learning

Learning and memory are generative processes. Understanding involves comprehension, and comprehension involves the ability to make associations between information that a student is going to learn and information already learned. To do this, the generative learning model consists of four processes:- knowledge & preconceptions, motivation, attention, and generation (Wittrock, 1991). This model can also be thought of as a teaching model since a teacher is actually aiding the students' own ability to comprehend from their own experiences. This is an excellent exercise to help older children think critically about television and media. Many teenagers do not care or think about how media influences and manipulates. The following techniques can help your son or daughter understand more fully about the media and TV.

First Phase

The first phase, knowledge and preconceptions, consists of stripping away a student's preconceived notions about subject matter and their inadequate learning models (Wittrock, 1991). Sometimes a person's mind will resist doing something new and will use old learning strategies that are not effective (Adams, 1989). A teacher should open students' eyes on how to look at things in a new perspective and to try to learn in new ways. For instance, have your child write down how TV can harm him/her or others. Must teens simply think of television as fun and entertaining. Having your child think about the negative implications of TV can help them think of the media in a different way.

Second Phase

Teaching is the responsibility of the teacher and learning is the responsibility of the learner. The second phase of the generative model, motivation, involves the learner becoming motivated to take

responsibility for him/her being involved in the learning process (Wittrock, 1991). According to attribution theory, a student who attributes his/her failure to an internal factor like low ability will find little reason to continue a task repeatedly (Weiner, 1985). Teachers should facilitate the idea that students should believe in themselves and that they can succeed. For example, if your child believes that educational television is boring, then find out which subject your child likes best and show them a program on that subject. For instance, if your son loves studying about planets, you can show him an episode of *Cosmos*.

Third Phase

The third phase of attention deals with whether a student is putting his/her attention on learning strategies or simply engaging in a behavior to appear to be on task (Wittrock, 1991). Students can easily sit quietly and appear to be paying attention without truly making an effort to comprehend the material. For example, if your child insists on watching brainless television such as *Gossip Girl*, then a requirement for watching this show is to write a report on how this show can improve and how unrealistic the behavior of the characters are. This forces your child to actually think about the show using learning strategies such as writing and pay attention to more productive thoughts.

Final Phase

The final phase of generation deals with teaching students learning strategies (metacognitive strategies) so that a student can use these learning processes in a variety of areas (Wittrock, 1991). For instance, in the strategies mentioned above of breaking down misconceptions, writing reports and watching educational programming can be applied to any subject. A parent should encourage children to use such strategies when they are reading about science, math, English as well as other areas. Also, students should explore which strategies are best for them and evaluate which one they should use in the future.

Generative Strategies: How they have been used in the Different Participants

Math

Many students can find math to simply be a mechanical process of memorizing formulas and calculating numbers, but generative learning and metacognition can be beneficial in this subject. For

instance, Peled and Wittrock (1990) discovered that sixth grade students utilized two types of cognitive processes when solving word math problems. The first included a "schema-reproducing process" that involved constructing relationships among math concepts. The second was a "story-generation" process that involved the relationship between the students' experiences and the math concepts.

Such processes could be taught to students in math classes. For instance, in the study mentioned above, students found it beneficial to relate math concepts to their own experiences. In my opinion, one of the biggest mistakes that teachers make is teaching math without relating it to the students' lives. A teacher could require students to think of how certain math formulas relate to them such as figuring out the square footage of their room, balancing their check books, averaging their own GPAs or figuring out the gas mileage on their parents' car. Part of the goal of generative learning is to get students to think about how a subject relates to other areas and to not just think of a math formula as a math formula, but how it can apply to many different aspects in life.

Reading

Wittrock and Alesandrini (1990) conducted a study whereby an experimental group of undergraduate students generated analogies or summaries as they read a chapter from Rachel Carson's *The Sea Around Us*. The control group read the same text without utilizing these strategies. The results included that only "holistic-imagery ability" correlated with reading performance in the control group, only "verbal-analytic ability" correlated with reading performance in the analogies group, and finally both "holistic-imagery and verbal-analytic ability" correlated with reading performance in the summaries group.

These type of techniques help students to think about stories in different ways. Teachers could apply other techniques as well. For instance, in a high school class, where many students are required to read *Hamlet*, the students could be assigned to engage in analogy and summary techniques mentioned above, and also to think of learning techniques they have used in the past. For instance, if this class has already been introduced to the idea of relating school material to their own experiences in math class, they should be asked to try to utilize this technique when reading *Hamlet*. Students could be taught a variety of learning techniques such as summarizing, paraphrasing, using headings and illustrations. This

will help students learn that they can pick and choose which learning techniques works best for them and to control these strategies (metacognition).

Science

Science can be very intimidating and boring to students because of its complexity, however generative strategies can be quite beneficial (Osborne and Wittrock 1985). Teachers should take into account students' preconceived notions and thinking about science. Many students have preconceived thoughts that science is too difficult and has nothing to do with them. Teachers should encourage children that they have the ability to understand scientific concepts and knowledge, and give examples of how science plays a role in their everyday lives. Students could then utilize the generative techniques like summarizing scientific readings as well as stating objectives and creating associations for themselves by writing about how science plays a roll for them personally. For instance, a student could be asked to figure out why s/he has his/her eye color, and what eye color will his/her child likely to have if s/he marries a spouse with blue eyes or brown eyes. A student could figure this out by drawing graphs, tables, illustrations or using math formulas.

Once again, if the above learning strategies have been taught to science students in other participants such as math and reading, these students could be instructed to use these same strategies when learning science, and to pick which strategies they think are the most beneficial. This process will help students gain metacognitive skills.

What about good old fashioned methods?

Bill Cosby comedian and doctorate of education explained that his father used to say "because I said so." Perhaps the most common sense method to use with older and younger children is good old fashioned behaviorism. Behaviorism is actually a precise science that many parents and children do not understand. Entire books have been written on this methodology. However, here is a brief explanation of some behavioral concepts.

Reinforcement-based methods

Positive Reinforcement

Positive Reinforcement is any event or consequence which increases the probability of a response. For instance, to increase cleaning room behavior, a parent could reward a child with verbal praise, snacks, toys and other tangible items. It is important to discover what the child likes so that s/he will be motivated to engage in the appropriate behavior..

Differential Reinforcement

There are three types of differential reinforcement.

A. Differential Reinforcement of Alternate Behavior (DRA)

The child receives attention to an appropriate behavior that is an alternative to an undesirable one. For example, if the child starts to tantrum, and the behaviorist asks and reinforces the child to use “quiet voice” instead. Record child characters that are shy on *Sesame Street* or *BabyFirstTV* and show your children these characters so they can model “quiet voice.”

B. Differential Reinforcement of Other Behavior (DRO)

Attention is provided to the child for any appropriate behavior. For example, if the child acts, in general, appropriately during a certain period of time and does not engage in the behavior problem, then s/he is given positive rewards. The reward can include appropriate TV or computer time.

C. Differential Reinforcement of Incompatible Behavior (DRI)

Attention is given to behaviors that are incompatible with the behavior problem. For example, if the child, who is known to tantrum, sits quietly for a certain amount of time, then s/he is given positive attention. This is similar to DRA, however, with DRI the behaviorist

tries to catch the child behaving appropriately and then reinforces him/her with rewards such as TV.

Empirical evidence suggests that these methods work far better than punishment strategies and behavior is more likely to have more permanent changes (American Psychological Association, 2004).

Token Economies

Token economy is a form of positive reinforcement. However, not all children will respond to this system. A child must understand the value of the token, or as Skinner would say, “a token must be reinforcing to the child.” The first step in implementing a token economy system is to decide on the target behavior to increase. This could be self-help, appropriate communication, finishing chores and other desirable behaviors. Tokens can also be used to decrease behaviors such as screaming, biting, kicking or self-stimulatory problems. It is important to define the target behavior in specific, observable, and measurable terms so there is consistency in the treatment program. For example, decide how many minutes the child needs to be engaging in the target behavior, or how many times they display the behavior before they earn the token (Skinner, 1989). These tokens can then be used in exchange for TV time, computer usage and playing video games. For instance, one token can equal five minutes of TV time.

Below is a sample token economy schedule for a child with TV as a reinforcer.

7:00 - 7:15 am - Wake up, get dressed.

7:15 am - 8:00 am - Breakfast. Have all of your children help with breakfast as much as possible by setting the table or bringing you things. At the very least, they can help put napkins on the table if you are afraid they might break something. After breakfast, have your children help clean up as much as possible. Please remember diet.

8:00 am - 8:30 am - Children need to clean up their room and make their beds. If a child is incapable, help them pick up things. This is clean up time. It is very important that this activity takes place before the fun ones, not afterwards.

TOKENS – One token for completion of breakfast and cleaning up or ready for school on school days. On school days, simply replace appropriate hours for school.

8:30 am - 9:30 am - Outside activity - something that the children can do together. Playing chase, having fun in the sand castle etc. If it is raining, then immediately go to next activity and stretch out for an hour.

9:30 am - 10:00 am - Cooperative play with the child. Get them started on some kind of game where they must take turns. Please have as many family members working together as much as possible.

10 am – 11am – Holding pencil and working on L's. Lollipop activity to all four positions. Blow bubbles.

11:00 am – 12:00 pm Lunch – Same instructions for breakfast.

12:00 pm - 1:30 pm - Naptime or independent playtime.

1:30 pm - 2:30 pm - Errands that need to be done.

2:30 pm – 3:00 pm – For Tristan:- use a very desirable food to give them for looking you in the eye in five second intervals, then increase as they become more comfortable. Use a little bit of food for each interval.

ONE TOKEN RECEIVED-EACH TOKEN EARNS ONE HOUR OF ACTIVITIES

3:00 pm - 4:00 pm - Appropriate T.V. or computer activity if child have behaved themselves. Using BabyFirstTV or other educational media is desirable.

4:0 pm - 5:00 pm - Child choose what activity they want to do. No T.V. or internet at this time.

IF THEY HAVE ONE TOKEN OR LESS, GIVE THEM OPPORTUNITY TO EARN BACK

5:00 pm - 6:00 pm - Dinner time. Same instructions for other meals.

6:00 pm - 7:30 pm - During this time, choose a 30 minute block of time to spend “special time” with only one child. This should occur the same time every day. Also, have the other child play on their own during this time and then switch to other child after 30 minutes of “special time.”

7:30 pm - 8:00 pm - Getting ready for bed. Putting on pajamas, bathing, brushing teeth etc.

ONE TOKEN FOR GETTING FOR BED. TRADE IN FOR EXTRA 15 MINUTES

8:00 pm - 8:15 pm - Going to bed and each child receives one story. Refer to bedtime below for tips. Using BabyFirstTV *Night Symphony* DVD can be helpful.

Please change this schedule according to your needs and post in a clear place for everyone to see. Keeping a consistent schedule is going to be difficult at first. However, please read the tips below for guidance.

100 TOKENS EARNS APPROPRIATE DVD

Social Skills Training

One method used to enhance social skills training is Social Stories. Social Stories provide individuals with accurate information in regard to situations they encounter. These stories describe social situations in terms of relevant social cues and often define appropriate responses. They are written in response to individual student needs and target situations. Social stories should aim to describe one situation, be written well within a child's comprehension, and be written in the first person. For children who are unable to read, pictures or audio may be used in place of words. It is also considered best practice to state sentences positively, describing desired responses instead of describing problem behaviors (Carol Gray, 2006). Children can get wonderful ideas for social stories from the storytelling series of *BabyFirst TV* and other children's programming.

Consequences

The consequence is the therapist's or adult's response. Consequences vary according to the child's response. If the child responds correctly, then immediate reinforcement is warranted. It is important to identify what is reinforcing or rewarding to the child such as food, hugs, verbal praise, a toy, attention from a parent or TV time. When a child begins to respond incorrectly or engages in inappropriate behaviors, a parent can provide an effective prompt. This can be a verbal prompt by making statements like 'try again', 'do better', and repeating the instruction. However, we do not repeat the instruction more than four times as this can cause a child to learn that s/he does not need to respond to verbal commands. Instead, physical prompts can also be used such as touching the arm, hand over hand assistance and lightly touching the chin to prompt

the child to look in the right direction. Physical prompting helps the child learn what the instruction means. If s/he understands, but chooses not to respond, the physical guidance can teach the child that s/he is expected to comply. If inappropriate behaviors such as tantrumming or other forms of resistance continue, then the therapist can employ one or several of the non-reinforcing methods mentioned earlier or take away TV time (Skinner, 1989). Also, once again, a parent can show a child on the TV behaving appropriately on *BabyFirst* or other children's programming.

Redirection

Redirection involves quickly diverting children's attention to an appropriate activity when they misbehave. For instance, if a child is screaming in the grocery store, an adult can hold the child's hands and have him/her count to ten to help the child get control of his/her behavior and distract the child from the negative action. Other redirection strategies include: drawing, singing a favorite song for a few seconds, clapping hands and looking, holding a favorite object or watching an educational program.

Extinction

Extinction is the discouragement of a behavior that used to be reinforced by no longer reinforcing it. Extinction is often successful at decreasing or even eliminating behaviors but can be difficult. Typically, when a behaviorist or parent sets out on an extinction path for a particular behavior, the occurrence of that behavior actually increases for some period of time. Consequently, if one is to maintain an extinction path for a behavior, it must be approached with a certain degree of vigilance, for reinforcement of the behavior along that initial path of escalation can cause the child increase his attempts to gain additional reinforcement for the

behavior. If the child is watching TV during such a time, simply turn the TV off and ignore your child for a short time only.

Time-Out

It is my philosophy that time-outs should only be used after the above methods have been attempted. It is simply a last resort. This is not a punishment, but a method that helps a child to relax and be in a place free of a great deal of stimulation. Following an inappropriate behavior, a child is removed from the setting and not allowed any positive reinforcements for a specified time period. Your child should never be left alone and always in the physical presence of the therapist. This specified time period varies from child to child, but it is common practice to send a child to a time-out setting for an average of five minutes. This time can be longer or shorter according to how quickly a child can self-correct their behavior. It is important to make the setting from which the child has been removed more attractive than the time-out setting. This is especially important for children with autism. Frequently they want to be left alone and enjoy the time-out area. Thus, the time out setting becomes a reward for the child with autism. In this case, a therapist could have what we call “a working time-out.” Your child is required to go to the time-out area and continue work with activities like flash cards and writing letters. No TV is allowed during this time.

Terrible Tantrums!

Tantrums

Tantrums when child wants attention or something tangible.

1. Warning -instruct to calm down, nod or sit. (Remind the child of coping strategy, discussed below).
2. Tell your child that "if you don't calm down, you will get a time-out."

3. If tantrum continues, put him/her in specified "naughty" area and come down to child's eye level and say "you cannot scream like that, you have to stay here in the naughty area until you calm down."
4. Keep your child in the naughty area for 4 minutes or until a calm state is achieved.
5. Instruct your child to say "I'm sorry" before leaving naughty area. S/he also must explain what he did wrong. If s/he does explain and apologizes, thank the child and hug him/her.
6. If your child continues to leave "naughty area" or screams, make the child remain in a time-out until a calm state is achieved.

Tantrums when child is trying to avoid task.

1. If your child indicates wanting to stop an academic activity or homework, you say "we will stop real soon, and afterwards you get a break." (Remind the child of coping strategy, discussed below).
2. If your child continues to tantrum, ignore the tantrum and have your child continue work for at least 5 more minutes. If the tantrum continues, have him/her go to naughty area and work with him there. If s/he is screaming and refuses to work, wait until s/he calms down and then direct him/her to work again.
3. After 5 minutes, tell your child to use words. If your child communicates calmly for a break, then grant one. If your child continues to tantrum, have him/her continue to work. This is tedious but very necessary.

I just want my child to clean up!

"Clean up" – is not something that most children enjoy hearing from their parents. I can't remember how many times I heard my mother say "clean up your stuff" or "make up your bed" or "put the trash in the waste basket." "Clean up!" Sounds familiar?

My friends who have young children sometimes complain to me how hard it is for them to ask their kids to clean up the mess they made. Children love to play. That is apparent. To ask them to clean up afterwards, now that's the challenging part. Unless parents teach their children early on about doing certain chores at home, they will end up doing it all by themselves. So how do you teach children to clean up and do some chores? When do you start teaching them? Parents should take into consideration that every chore they ask young children to do should be age-appropriate. You can't ask a one year old to make up her bed, right?

If you have been around children, then you know how chaotic sometimes it is when they all play together. Expect toys all over the place, food clutter, drinks spilled on the floor, scraps around, or simply put – messy place. Teaching kids to be responsible will not only help parents maintain a clean and organized home, but allow their kids to feel a sense of accomplishment. Below are guides/ list of age-appropriate chores for children and tips from psychologists and educators on how to teach children to clean up.

Age-Appropriate Chores:

Ages 2 and 3

- Pick up toys or playthings with parents' supervision
- Help clean up dirt and spills
- Take their dirty clothes to the laundry basket
- Dust with socks on their hands
- Help feed pets
- Clear own dishes from the table
- Help make their bed

Ages 4 and 5

- Get dressed with minimal parental help
- Make their bed with minimal parent help
- Clear and Set the table with supervision
- Hang up towels in the bathroom
- Clean floors with a dry mop
- Match socks in the laundry
- Feed pets
- Dust the furniture
- Sort laundry with supervision

Ages 6 and 7

- Make their bed
- Brush teeth
- Comb hair
- Get dressed and undressed
- Vacuum individual rooms
- Wet mop individual rooms
- Hang and Fold laundry with supervision
- Put their laundry in their drawers and closets
- Empty indoor trash cans
- Put away dishes from the dishwasher
- Carry and Put away groceries

Source: (Age-Appropriate Chores, FocusOnTheFamily.com, 2009; Age Appropriate Chores, FamilyRoi.org, 2009)

Focus on the Family is a non-profit organization founded by Dr. James Dobson, a psychologist and author of 36 books including *Dare to Discipline*, one of the 50 books to be placed in the White House Library. The online website provides articles and resources from parenting, relationships and marriage, social issues, etc. Family ROI launched in 2005 is a non-profit organization founded by Barbara Fagan-Smith and led by educators and business professionals dedicated to help families. The list of age-appropriate chores above serves as a guide for parents so they know what their young kids can do depending on their age. This way, teaching their children how to clean up and what chores to do become easier and less stressful.

Tips on How to Teach Children to Clean Up:

- First thing that parents should remember is to make the clean up fun. One way is to play clean up songs such as “Clean Up” by Barney or “Oh My Goodness, Look at this Mess” by Sweet Honey in the Rock. Once children hear the clean up songs, they will mentally learn to associate the songs with clean up time and have fun doing the chore.
- If you start children young, it becomes a habit or a routine that they will get used to doing automatically. According to Gregoire in an article on How to Teach Kids to Clean Up After themselves, “Scheduling takes the frustration out of most things. When children know they’re going to have to do something everyday, they stop complaining.” Gregoire is the author of four books including *To Love, Honor, and Vacuum: When You Feel More Like a Maid Than a Wife and Mother*. Gregoire also stressed to make the children work everyday so it becomes a routine. Parents should tell their children that nothing else gets done until they clean up the place. It’s a way to discipline the kids that privileges such as watching TV,

playing the computer or other interactive games will be denied if they don't do the chore.

Parents should establish a routine and stick with it. (Gregoire, 2009)

- Provide different storage boxes or containers for their things. Children will have an easier time putting back their toys, books, and other stuff if they know where to put it. Having separate containers also help keep the place in order and clutter free.
- Be specific when telling the kids what to clean up. According to their age, you can tell them to "Hang up the towels in the bathroom," "Put the race cars in the box" or "Make up your bed." Don't just say "Clean Up." Also, children will learn to be systematic once you teach them what tasks or chores to do in order.
- Once the kids accomplished the chores you asked them to do, remember to praise them with the effort. A simple high-five or telling them "great job" will make them feel good about themselves. Positive reinforcement works wonders.
- Children learn by example. Parents should be a role model by doing their part in keeping the house clean. When kids see their parents put trash in the waste basket, or clear their own plates and utensils from the table, they will learn to follow. Practice what you preach.

Source: (Vibe-Rheymer-Stewart, 2006; Bananas Inc., revised 2004; Gregoire, 2009)

Teaching children to clean up not only helps parents maintain a neat and organized home but also promote children's self-esteem by letting them feel a sense of accomplishment once they did the chore you asked them to do. Children become more responsible, disciplined,

independent, and develop their organizational and self-help skills when parents teach them to clean up and help with chores at home.

As you can see, TV takes up about one hour of your child's time with most consisting of educational programming. The simple fact is that your child has a more than 99% chance of watching TV and using computers and other media devices. Teaching your child on how to use television to learn and have fun at the same time may actually at times work better than traditional instruction. Therefore, avoid adult programming, especially violent content, keep TV done to one hour per day and have fun with your child.

Chapter Twelve: A Little Bit about Psychology

Quick Story

PAC MAN vs. THE SALVATION ARMY

When I was fourteen, my Grandfather gave me five dollars before me and my family went to the beach for a vacation. I played in the ocean and afterwards noticed that the hotel had a PAC MAN video game. I spent the five dollars playing this amazing machine and got the Apple Level. I was so proud. My Grandfather found out about it and scolded me. I was in the Cub Scouts and felt very ashamed as my Grandfather's approval meant a great deal to me. He later gave me ten dollars and told me to spend it more wisely. My Grandfather every Christmas would ring the charity bell for the *The Salvation Army*. As a Cub Scout, I was required to do the same. Still feeling guilt over PAC MAN, I put the ten dollars in the *The Salvation Army* charity bowl. I proudly told my Grandfather about it, and he looked at me like I was an idiot. Later that night, my Grandfather visited my family and they were watching the news. Walter Cronkite started to talk about the national debt. My Mom said "what did the President do with all that money?" My Grandfather said "he gave it to the *Salvation Army*."

What if my child watches too much TV as they get older or gets addicted to video games?

Children can watch too much TV or play video games too much as they get older. I have given you concrete strategies on how to help set limits for your child and give them access to educational television. However, you are most likely a parent if you are reading this book and as you know parenting is sometimes a bit stressful. Actually, it is extremely stressful. There is no shame in seeking guidance, advice and yes, even therapy to help with the most important job of your life, and help children deal with the overwhelming access to negative media. It fascinates me that the school system gives us so much training to prepare for life including math, English and history classes, but most school systems do not prepare us for the most important job of our lives which is parenting. Parents stay worried about 24 hours a day. Is my child eating right? Studying enough? Staying away from drugs? And on and on. There is no shame, and it can actually be pretty smart to seek out professionals for advice and to deal with stress. The following are different types of therapeutic models you can choose for yourself or for your child.

Reality Therapy

A number of approaches to psychology assume that people have particular basic needs. In Reality Therapy, they are classified under five headings:

- Power (includes achievement and feeling worthwhile as well as winning)
- Love & Belonging (includes groups as well as families or loved ones)
- Freedom (includes independence, autonomy, your own “space”)
- Fun (includes pleasure and enjoyment)
- Survival (includes nourishment, shelter, sex)

Counselors seek to discover what they want and if what they are doing (how they choose to behave) currently (here-and-now) brings them nearer to or further away from that desired

goal. The essence of Reality Therapy is the idea that whatever happened in our past, we can choose behaviors that will help us meet our needs in the future more effectively. In Reality Therapy, counselees are asked to acknowledge their behavior as being inappropriate. Then, once they take ownership of their behavior, they should learn how to act and make choices logically. Reality Therapy works well in helping counselees solve their problems as well as those people who have problems but appear to not seek any assistance.

Some of the basic premises of Reality Therapy according to William Glasser Institute's website are: (Reality Therapy Counselor) will focus on the present and avoid discussing the past; encourage counselees to judge their actions without being coercive; help counselees make specific, workable plans to succeed in fulfilling their needs, and then follow through by helping them evaluate their progress.

Behavioral Therapy

Behavioral Therapy is a type of psychotherapy used to treat depression, anxiety disorders and phobias. Psychotherapy, according to the World Encyclopedia is the "treatment of a psychological disorder by nonphysical methods. It is carried out either with an individual or group, and usually involves some sort of "talking cure" and the development of a rapport between patient and therapist." Behavioral therapy focuses on changing and gaining control over these unhealthy behaviors. To help patients change their behaviors, below are a number of techniques used by behavioral therapist:

- Systematic desensitization. Patients are gradually exposed to an anxiety-provoking stimulus (situation they fear) until the anxiety response is eventually eliminated.
- Modeling. The patient learns a new behavior by observing another person.

- Exposure therapy. Patients voluntarily expose themselves to upsetting experiences instead of trying to avoid them.
- Behavioral Activation. It is commonly used to treat depression. The therapist creates a list of activities that the patient might enjoy or needs to engage in as part of a normal life. The patient will then agree to carry them out.
- Biofeedback. The patient is taught how to control muscle tension, pain, body temperature, and other bodily functions through relaxation, visualization, and other techniques. The term biofeedback refers to the biological signals that are fed back to the patients so the patients can learn to control them.

Cognitive-Behavioral Therapy

Cognitive-Behavioral Therapy (CBT) is a brief form of psychotherapy used to treat adults and children with depression. It has been found to be helpful in the treatment of anxiety, bulimia, obsessive compulsive disorder, post traumatic stress, agoraphobia and other phobias. The focus of CBT is on patient's current issues and problems rather than the causes of symptoms in the past.

In Cognitive-Behavioral Therapy, the therapist works with the patient to identify and correct the thoughts that are causing distress; helps patient to engage in enjoyable activities (Behavioral Activation); and provides instructions and guides to patients for solving problems. CBT treatment is used in individual therapy and group settings. Patients have the option to use the treatment alone (in mild cases) or in combination with medication.

Psychodynamic Therapy

Psychodynamic Therapy is a form of psychotherapy that focuses on the patient's past experiences in an effort to comprehend present conflicts or feelings about recent changes. The approach focuses on aspects of an individual's personality. The goal of Psychodynamic Therapy is patient's understanding of the influence of the past on current behavior.

How does it work? The therapist takes an attitude of unconditional acceptance. Simply put - the therapist holds the patients in high regard no matter what their problems might be. The therapist tries to develop a relationship/rapport with the patient to help explore what is going on in the patient's unconscious mind. The patient and the therapist then establish a collaborative approach to the use of interpretation (therapists use how they feel in the room with the patient as a guide to know how the patient feels) as a means of solving problems and helping the patient become aware of his unconscious feelings. Psychodynamic Therapy is used for problems to do with personalities and past and present relationships.

Final Thought

As a parent, you have a big job, but a glorious one. Having treated children and trained parents for many years now, I understand how stressful this job of parenting can be. Remember, to enjoy your child's time as much as possible, and when it comes to the television, try to follow the guidelines of this book. Do not be shy to seek help from your friends, a therapist or member of your church. Thank you for reading this, and you may contact the author of this book through BabyFirstTV if you have further questions.

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