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"Intervention Research with Children" Seminar at the University of Dayton

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DAYTON, Ohio, April 27, 1972 --- Early childhood education, a controversial but priority one subject in education, will come under a three-month scrutiny at the University of Dayton this spring and summer. The Department of Psychology at the University will conduct a seminar on "Intervention Research with Children" and couple it with a Summer Speakers Series, entitled "Psychological Aspects of Preschool Compensatory Education."

The speaker series, which begins on May 9, and the seminar, which opens May 2, are part of an ongoing series of research on the part of Dr. Dale Goldhaber of the University's Psychological Department. Dr. Goldhaber will serve as the director of the speaker series and the seminar. Both programs are being funded through a Title I grant of the NDEA Act of 1965. The grant was obtained through the Ohio Board of Regents.

The seminar is limited to a selected group of people who participate in early childhood programs. The speakers series, however, is open to the public. It is designed not only for professionals in related phases of education but the general public as well.

Opening speaker will be Dr. Joan Baratz, Co-Director, Education Study Center, Washington, D.C., who will discuss "The Ethics of Preschool Compensatory Education," on Tuesday, May 9 at 8 p.m. in the Kennedy Union Ballroom. Dr. Baratz is a graduate of Queens College, New York, and University of Kansas and has been in childhood education since 1962. She has published extensively and has been funded with federal grants for special programs on the subject.

The second speaker will be Dr. William J. Meyer, Professor of Psychology and Director of the Syracuse University Early Childhood Education Center, who also has published extensively on this form of education. Dr. Meyer, who graduated from Syracuse in 1950, 1951 and 1957, will talk on "Implications of Current Knowledge and Theory in Early Childhood for Teacher Education" on Tuesday, June 6, at 8 p.m. in the O'Leary Auditorium of Miriam Hall.

Dr. Ronald W. Henderson, Director, Arizona Center for Early Childhood Education and Professor of Educational Psychology at the University of Arizona, will continue the speaker series on June 27, also at 8 p.m. in the Ballroom. Dr. Henderson's subject is "Extending Compensatory Education: Project Follow-Through." A native of Idaho and a graduate of Sacramento State College and Arizona, Dr. Henderson has been teaching a child development, early childhood education, psychology, personality, and cultural and social influences on development since 1960.

The final lecture will be given on Tuesday, July 18, by Dr. Merle Karnes from the Institute for Research on Exceptional Children at the University of Illinois. Dr. Karnes' topic is "Staff Development for Compensatory Education." This lecture will be conducted in the Boll Theater of Kennedy Union at 8 p.m.

During the seminar, Dr. Goldhaber, who has been involved with childhood

education since the early 1960s, says that the project will cover five topics:

- (1) Psychological basis for using pre-school enrichment as an antidote for cultural deprivation;
- (2) Ethical issues involved in the design, administration and evaluation of intervention programs;
- (3) Psychological and methodological factors involved in the design and evaluation of intervention programs;
- (4) Psychological and methodological factors involved in the design and evaluation of follow-through programs, and
- (5) ~~Factors involved in the selection and training of intervention personnel.~~

In his rationale, the UD professor, who has participated in several early childhood programs inside and outside the Dayton area, points out that the history of intervention programs for disadvantaged children has not been particularly encouraging. He notes that, judged on the basis of findings of such groups as the Westinghouse report, few of these evaluated programs showed a marked change in the ability of the children. In particular, he says, did they show any stable changes over extended intervals.

Dr. Goldhaber says three explanations are available. First, some authors argue that programs fail because the "nature of the deficit is not modifiable through environmental manipulation....Secondly it is argued that lack of ... finances is the problem and the third argument contends that many intervention programs, especially those conducted outside the academic community, often are staffed by persons not well versed in current psychological theory, in knowledge of experimental design and program evaluation, and the techniques of behavior modification...."

It is the intention of the seminar, which will meet daily with some 35-40 participants, to offer training in the aforementioned areas. In order to do this, participants will be required to develop intervention programs, incorporating points developed during the course, and to present a proposal to modify an intervention program in which they are involved.

The Federal funds enable the program to offer graduate credit to 25 qualified individuals in the Dayton area while another 15 can participate at their own expense.

For information call the UD Psychology Department, 229-2713, or Dr. Goldhaber, 298-0531.