

Exploring Ways to Solve the Problems of Instructional Media for Use WITH and BY Severely Handicapped Students: A Brainstorming Session¹

Editor's Note:

The following paper is a report of a group participation session that took place March 10, 1982 at the fifth annual Symposium of the Instructional Media Production Project for Severely Handicapped Students. This general session was led by Norbert Nathanson, Director of Project Development with WMHT-TV, Schenectady, New York. This article was prepared by the Instructional Media Production Project staff.

"A major advantage of attending a conference or symposium is that a person can become involved with a whole group of individuals, who, on a self-selecting basis, have expressed their interest in the subject matter simply by being there," said Norbert Nathanson, as he opened the group participation session that concluded the fifth annual Symposium of the Instructional Media Production Project for Severely Handicapped Persons.

"As the experience evolves, the interaction frequently rises above one's everyday thoughts and perceptions of the subject matter and is spurred on by the common enthusiasm and the interests of others in the group. Such experiences can often charge one's emotional and intellectual batteries," he continued.

"A major disadvantage of attending most conferences is that after one is 'charged up,' there is little opportunity to channel those surging juices into some productive or creative effort! Instead, one returns home only to find that other colleagues who did not attend the conference and did not have the benefit of the group experience are relatively uninterested in this new surge of creative effort. Too often the moment is lost. The desire to share new ideas is co-opted by everyday work problems and the motivation diminishes. We have then lost another opportunity to contribute something meaningful," Nathanson stated.

"This brainstorming session will 'round up' this annual Symposium, and we hope that, because this is a group participation session, it will give us all an opportunity to eliminate the disadvantage of this 'lost energy' factor I have described," explained Nathanson. "This will be an opportunity to bounce even your wildest ideas off other conferees and to exchange wishes, demands, and concerns that have come to mind over these past 2½ days. We can, in fact, generate a list of things we should be concerned about, should initiate, should support or lobby for, and should do!"

The process that Nathanson suggested to the group was simple. "The first part of this discussion will entail free-wheeling thinking and free association. No adverse criticism is permitted, and combinations of ideas or improvements to ideas are welcomed. The quantity of ideas is important, but to no single person will credit for ideas be given in this process."

"In the second portion of the discussion we will go back over the ideas and seek ways to implement them," said Nathanson. "The topic of this session will be viewed in the broadest possible context: How can media be employed to assist handicapped students?"

The large conference room where this session took place was equipped with tables and chairs for participants, an overhead projector that was used to display the "brainstorming chart" (see Figure 1).

¹Reprints may be obtained from the Instructional Media Production Project for Severely Handicapped Students.

Severely Handicapped Students An Instructional Design

WJ Hussar



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