USE OF MICROCOMPUTERS BY YOUNG CHILDREN WITH SEVERE DISABILITIES: A BRIEF REVIEW OF STUDIES AND THEIR IMPLICATIONS [1]

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Summary.—Microcomputers increasingly are being employed with young children having disabilities, although little research has been conducted. A review of available research suggests a variety of questions must be addressed by professionals in rehabilitation to optimize potential applications of this new technology with these children.

The dramatic increase in the development of microcomputers has far reaching implications in our society, particularly for persons with disabilities. Use of microcomputers can greatly enhance the quality of life for these individuals, facilitating greater interaction and control over the environment (1, 5). For young children with disabilities, the promise of this use remains uncertain (14) though growing optimism has been expressed for expanded use of microcomputers, especially with young children who have severe disabilities (7). Reviews of applications with young disabled children have been reported (13), but little attention has been given to those who are very young and have severe disabilities (12).

A review was conducted of the psychological and rehabilitation literature during the past decade to ascertain the extent to which use of microcomputers with young children with severe disabilities has been reported. These studies have been grouped by areas, and implications for professionals are addressed.

Preferences and Choice Making Through Environmental Control

The use of microcomputers as tools for environmental control by infants and young children with disabilities is a relatively new area of research. Important work on contingency intervention has been described by Brinker and Lewis (3, 4). In one study (4), 21 infants with disabilities and of ages 3 mo. to 4 yr. learned cause and effect relationships using an adapted environmental control system. Employing a system which permitted recording of eight switch activations per minute that triggered up to eight output contingencies, these investigators recorded different body movements and choices made by the children. The children learned to control the consequences in their environment, and they systematically varied their body movements to explore specific contingencies. This study illustrated how microcomputers

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[Young Children And Microcomputers](#)

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Young Children And Microcomputers:

    Young Children and Microcomputers Greta G. Fein,1986 Collection of Articles on the Positive Negative Impact of Computers on Children Written Primarily for Parents Teachers   *Children and Microcomputers* Milton Chen,William Paisley,1985-06 Microcomputers have been acquired in homes and schools faster than any educational technology in history The pace of these technological changes presents social researchers with many stimulating questions Children and Microcomputers is a compilation of research on children s use of microcomputers It gives a brief history of microcomputers and related microprocessor technologies together with an analysis of their distinguishing features and patterns of diffusion The contributors review past and current research on utilization and effect and project future directions for research

    Microcomputers in Early Childhood Education John T. Pardeck,John W. Murphy,2019-02-04 Originally published in 1989 this book differed from others on the topic of microcomputers and education at the time in that it focuses on the influence that microcomputer technology has on children in their early years specially pre school and elementary ages Microcomputers have the capacity to do great harm as well as good and a full explanation of the technical and philosophical issues involved will be of interest to a number of disciplines Other topics explored are the potential uses of microcomputer technology in early childhood education and current research and theory building on microcomputers and early education This book should be read by teachers sociologists psychologists and researchers in education   **Computers, Children, and Classrooms** Hilda W. Carmichael,Ontario. Ministry of Education,1985 This study examined the creative uses of computers in elementary schools and their impact on student s confidence and self esteem student student interaction student teacher interaction male and female students classroom management the role of the teacher special education teacher training teachers not involved in the study and curricular areas such as computer literacy learning Logo as a programming language problem solving and problem creation mathematics oral communication reading and writing the arts and values and the individual and society Findings are based on intensive examinations of real classrooms over a 2 year period A total of 433 students in 18 classrooms that involved 13 different teachers were studied of these 5 teachers and 40 students were involved in the study for 2 years Classrooms had 1 to 5 computers over the entire school year or students had access to a computer laboratory Logo and word processing were studied extensively the use of a graphics tablet and Musicland were explored for short periods Findings indicate that the creative use of computers fosters the development of independent and original thinking and that an environment that encourages exploration leads to extensive social interaction among students in addition students become more willing to express refine or revise their ideas A significantly greater proportion of students experienced an increase in their confidence and self esteem if their teacher was able to give them autonomy over their learning The impact on students attention span and cognitive development in the special education classes was also significant Appendices and selected references are provided Author JB   *Impact of Microcomputers on*

Teachers and on Observable Behaviours of Children Aged Four to Seven Years Valerie N. Podmore,Barbara H. Craig,1989 This exploratory study was designed to describe young children s social interactions and teachers perceptions before and after the introduction of a microcomputer to classrooms and early childhood settings in New Zealand Two junior school classes and two kindergartens participated During the first term of 1986 baseline data in the form of independent observation teachers diary records and interviews of the children were collected A Commodore 64 computer with age appropriate software was introduced to each classroom or kindergarten in the second term Data subsequently collected included coded observations teachers diary records teacher and child interview data and parents written responses to an exploratory set of questions An independent observer coded 28 randomly selected children s behaviors before and after the introduction of the computers Findings tended to support the view that many young children perceive computers as fun and that microcomputers can enhance aspects of children s social interactions However results also suggest that careful planning is needed before microcomputers are introduced to early childhood and junior school learning environments Appendices provide summaries of teachers courseware evaluations and instruments used in the study Author RH   *Microcomputers and Children in the Primary School* Roy Garland,1982 Provides an Examination of the Problems Issues of Microcomputers in the Primary Classroom Includes Case Study Examples to Suggest Some Resolutions to the Problems   **Young Children** June L. Wright,Daniel David Shade,1994 This book addresses the issues of appropriate use of computers with young children and how children and early childhood educators interact with the computer in early childhood settings Part 1 Young Children as Active Learners contains chapter 1 Listen to the Children Observing Young Children s Discoveries with the Microcomputer June L Wright chapter 2 Thoughts on Technology and Early Childhood Education Barbara T Bowman and Elizabeth R Beyer and chapter 3 The Uniqueness of the Computer as a Learning Tool Insights from Research and Practice Douglas H Clements Part 2 The Role of Technology in the Early Childhood Curriculum includes chapter 4 Learning and Teaching with Technology Sue Bredekamp and Teresa Rosegrant chapter 5 Software Evaluation for Young Children Susan W Haugland and Daniel D Shade chapter 6 The Potential of the Microcomputer in the Early Childhood Classroom Jane Davidson and June L Wright chapter 7 Staff Development Practices for Integrating Technology in Early Childhood Education Programs Charles Hohmann chapter 8 Computer Applications in Early Childhood Special Education Michael M Behrmann and Elizabeth A Lahm and chapter 9 Family Involvement Family Choices at Home and School Patricia A Ainsa and others Part 3 The Challenge for Early Childhood Educators includes chapter 10 Moving Early Childhood Education into the 21st Century Gwendolyn G Morgan and Daniel D Shade chapter 11 Replicating Inequities Are We Doing It Again Suzanne Thouvenelle and others and chapter 12 Interactive Technology and the Young Child A Look to the Future Cynthia Char and George E Forman The following articles are appended 1 Using Computers to Support Thematic Units Jane Davidson 2 Early Childhood Education and Computer Networking Making Connections Bonnie Blagojevic and 3 Helpful Hints on Acquiring Hardware Daniel D Shade A glossary

and a list of software for young children is also provided All chapters contain references and 55 additional resources are provided BAC   Beyond Technology's Promise Joseph B. Giacquinta,Jo Anne Bauer,Jane E. Levin,1993 This book first published in 1994 examines how children use home computers and proposes steps to facilitate a better educational use of available technology   **Introducing a Microcomputer to a Preschool Classroom** Robert E. Nida,Judith M. Lipinski,Daniel David Shade,James Allen Watson,University of North Carolina at Greensboro. Department of Child Development and Family Relations,1984 Two studies investigated the effect of microcomputers on children s social behavior in preschool classrooms The first study was conducted at a university nursery school the second took place at a university day care center Guided by a list of behaviors selected from the Friedrich and Stein Observation Scale observations were made at both settings during a 1 hour free play period Twelve social behaviors were categorized as prosocial antisocial or neutral A microcomputer and age appropriate software were introduced into each classroom according to the following schedule of treatment weeks baseline computer noninteractive omitted in the second study computer interactive and computer interactive teacher interactive Except for level of antisocial behavior results indicated few differences in social interaction patterns between the microcomputer and other free play choice areas Critical factors related to the level of antisocial behaviors within the microcomputer area appeared to be the ratio of children to microcomputers and the amount of structure provided by the teacher Contrary to the predictions of some the computer did not diminish children s social interactions Author RH   *Young Learners and the Microcomputer* Daniel Chandler,1984   **Computers, Topic Work and Young Children** Barrie Galpin,Mike Schilling,1988   **In Search of the Most Amazing Thing** Thomas F. F. Snyder,Tom Snyder,Jane Palmer,1986   **Computer's, Children and Classrooms** ,1986   **Using Microcomputers in the Primary School** Peter J. Wayth,1983   **Computers in Early Childhood Education** James L. Hoot,1986   **A Study of Preschoolers' Interaction with Microcomputers** Harriet Nona Hungate,1984   **Microcomputers and Young Children** Mima Spencer,Linda Baskin,1992   Children and Computers Together in the Early Childhood Classroom Jane Ilene Davidson,1989   **Current Topics in Early Childhood Education, Volume 5** Lilian G. Katz,1984-01-01 The chapters in this volume are divided into three sections In the first section the authors provide a framework for the reader by setting ethnography in context Chapters cover definitions of ethnography its basic underlying principles and propose ways in which it can be useful to education The second section presents a range of ethnographic studies The research presented defines by illustration some essential characteristics of ethnography Chapters in the third section reflect on the different themes issues and concerns of the field of ethnography and education in general and of the articles in the volume in particular The central themes are continuity vs discontinuity in children s lives the role of folklore in education researcher educator collaboration and micro vs macro levels of analysis Children Reading and Writing Structures and Strategies   **Young Children** ,1987

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