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Instructional Peripheral Memory Evaluation Package Dr. Smith, Ph.D. DEPARTMENT OF LABORATORY & METHODS ENVIRONMENTAL PSYCHOLOGY The purpose of this 1-day program is to evaluate the effectiveness of interactive training peripherals which enhance the learning experience. The study evaluates the effect of virtual-narrated storybooks as a tool for training children with visual perceptual deficits and for training adults with memory impairment. It is hoped that this research will assist in the training of children with visual perceptual deficits as well as provide training to adults with memory impairment. The research will develop a computerized environment called "Storybook" for training children with visual perceptual deficits and for training adults with memory impairment. Stories will be selected for development as virtual-narrated storybooks through a series of 12 focus groups. Fifteen mothers with infants from 2 to 6 months old and 18 mothers with children from 3 to 6 years old will participate in a focus group. Another 6 mothers with infants 2-6 months old and 6 mothers with children 3-6 years old will be asked to write stories for development as virtual-narrated storybooks. The third group will be comprised of 6 college students for the purpose of evaluation. Students in the second and third groups will be asked to write 2 stories. Sample stories for virtual-narrated storybooks will include stories in the "Sesame Street" style and those in the "Blue's Clues" style. In each of the training programs, 10 participants will be trained in each of 4 skill groups. The 4 skill groups will include a) cognitive training: measuring speed of memory, b) perceptual training: measuring ability to detect a change, c) aural training: measuring ability to detect a change and d) combined aural and cognitive training: measuring speed of memory. In addition, 10 adults who have memory impairment and 10 children with visual perceptual deficits will be tested in a storybook evaluation program to determine whether a storybook training program is effective for them. A control group of 10 adults with memory impairment and 10 children with visual perceptual deficits will receive only a lesson in the 4 skill groups as if they were a part of the treatment group. To summarize, the research will evaluate the effectiveness of virtual-narrated storybooks as a tool for training children with visual perceptual deficits and for training adults with memory impairment. The research will also determine if children are more trainable in the virtual-narrated storybook than they are in 2d92ce491b