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DIVISION OF RESEARCH & TRAINING

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NTID has three basic commitments. Uppermost is its direct responsibility to the deaf students in its various programs. The main efforts of the Division of Instructional Affairs and the Division of Student Development are directed toward this responsibility.

NTID is also mandated to conduct research and to offer training. These responsibilities are in the main assigned to the third NTID Division, the Division of Research and Training.

The Division of Research and Training has an integral role in the total NTID program. Its activities have been shaped directly by the needs of NTID students and other deaf people nationally. Perhaps this can best be illustrated by a brief description of ongoing and completed projects within the Division.

In developing our research program, we have attempted to be guided by several principles. First, our research must relate to real needs, or restated, must relate to real problems and issues concerning deaf persons. Second, the research conducted at NTID should flow naturally from the basic NTID objectives and capitalize upon NTID resources. Third, if research is going to be productive, it must be planned, conducted, and reported in such a way that implementation or payoff is most likely to follow.

The thrust of the NTID research centers on four major concept areas: career development, psychosocial development, the facilitation of learning, and communication. Research staff has been assembled around these four dimensions. At present, over 20 research projects are being conducted, while several others have

been completed. These projects deal with a range of concerns which include such topics as measurement of occupational interests and information, examination of support services which assist deaf students in regular instructional environments, studies of the effectiveness of various means of presenting verbal information to deaf adults, and social attitudes and interaction patterns of deaf and hearing young adults. Each of these problem areas is of immediate concern to NTID, and each hopefully has wider application to deaf persons nationally.

Like its research program NTID's training program is intended both to support the development of NTID students and to contribute to services for deaf people nationally. Activities center on three basic groups: RIT faculty, staff, and students who have contact with deaf students; NTID personnel; professional personnel throughout the nation who provide or who wish to provide services to deaf people.

Illustrative of our training programs for RIT faculty, staff, and students have been such activities as summer Institutes to orient RIT faculty to NTID and more particularly to teaching deaf students, classes in manual communication for various faculty and student groups, and the training of RIT student interpreters.

Numerous training programs have been conducted for NTID personnel. These include intensive training programs for all new NTID faculty members, and the regular presentations of seminars and workshops planned to help instructors, counselors, and others polish their professional skills.

Recently, increasing attention has been given to assisting teachers of the deaf and others upgrade their skills in serving deaf people. Several graduate students attending other universities have taken extended internships with NTID. A recent activity was a one week workshop for teachers of art to deaf students in various schools throughout the country.

This brief description of some of NTID's research and training activities may provide a feeling-for the kinds of programs which are being coordinated through the Division of Research and Training.

The staff of this Division feels a responsibility to NTID students and to the welfare of deaf people nationally as great as those of us who provide services directly to deaf students and clients. I trust you will hold us equally accountable.