

- Huston, A. C., Wright, J. C., & Potts, R. (1982). Televised forms and children's social behavior. Fernsehen und Bildung, 16, 128-138.  
[Annotation not available].
- Huston-Stein, A., Fox, S. Greer, D., Watkins, B. A., & Whitaker, J. (1981). The effects of action and violence in television programs on the social behavior and imaginative play of preschool children. Journal of Genetic Psychology, 138, 183-191.  
*Investigates the independent contributions of action and violence in television programs to children's attention and social behavior. Sixty-six preschool boys and girls were assigned to one of four television conditions: (1) High action-high violence (2) High action-low violence, (3) Low action-low violence, (4) No TV.*
- Lasker, H., & Bernath, N. (1974). Status of comprehension study of SESAME STREET affect bits. New York, NY: Children's Television Workshop. (ERIC Document Reproduction Service No. ED 126 866).  
*See p.41 - ATTENTION, COMPREHENSION, AND MEMORY.*
- Leifer, A. D. (1975, April). How to encourage socially-valued behavior. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO. (ERIC Document Reproduction Service No. ED 114 175).  
*Investigates the influence of structured children's television programming on prosocial behavior. Subjects were observed for prosocial displays of behavior after being shown SESAME STREET segments in three experimental conditions: socially-valued behavior, socially-devalued behavior, and consequences. Subjects were 73 children, ages 4-6, half high SES and half low SES.*
- McDonald, D. L., & Paulson, F. L. (1971, April). The evaluation of SESAME STREET's social goals: The interpersonal strategies of cooperation, conflict resolution, and differing perspectives. Paper presented at the Annual Meeting of the Association for Childhood Education International, Milwaukee, WI. (ERIC Document Reproduction Service No. ED 052 824).  
*See p.77 - RESEARCH METHODOLOGY.*
- Nieto, B., Alvarez, M. R., Bernstein, L., Patrick, P., Schauble, L., & Shapiro, J. (1980). Preschool children's comprehension of animations which present messages about disabilities. New York, NY: Children's Television Workshop.  
*Investigates children's attention to and comprehension of animation designed to introduce them to the idea that some people have physical disabilities. Subjects were twenty children, ages 4 to 5, from day care centers in New York City for the comprehension testing, and nine children, ages 4 to 5, for the attention testing.*
- Paulson, F. L. (1971). The assessment of cooperation behavior in preschool children: A pilot study. Monmouth, OR: Teaching Research.  
*Examines whether changes in cooperative behavior could be attributed to viewing of experimental inserts from SESAME STREET. Used situational tests, observation, and the OPTIC (The Oregon Preschool Test of Interpersonal Cooperation) system. The OPTIC system measures social behavior by placing two children in a series of carefully designed situations and scores them on whether they cooperated in each. Subjects were 48 inner-city preschoolers.*
- Paulson, F. L. (1974). Teaching cooperation on television: An evaluation of SESAME STREET social goals programs. AV Communication Review, 22(3), 229-246.  
*Evaluates the effects of SESAME STREET on cooperative behavior. The subjects were disadvantaged, inner-city, 3- and 4- year-olds from day care centers in Seattle and*

Portland. Children were assigned to a *SESAME STREET* viewing experimental group or a non-viewing control group. Treatment effect was measured using three tests: (1) picture recognition (2) *OPTIC* system (see Paulson above for explanation) and, (3) free play.

**Paulson, F. L., McDonald, D. L., & Whittemore, S. L. (1973). An evaluation of SESAME STREET programming to teach cooperation. Monmouth, OR: Teaching Research.**

*Investigates the effectiveness of nine experimental inserts during SESAME STREET programs to teach cooperative behavior. Situational tests and observation were used to assess programming impact on the cooperative behavior of viewers versus nonviewers. Subjects were 78 children, ages 3 to 4, from day care programs for low income families, and day care centers in Seattle and Portland.*

**Schwartzberg, N. S. (1983). Enhancing children's comprehension of conflict resolution on SESAME STREET (Doctoral dissertation, University of New York at Stony Brook). Dissertation Abstracts International, 44(07), 2269B.**

*Examines techniques for enhancing children's comprehension of televised portrayals of prosocial resolution of conflict. Experimental subjects were given a summary of main points or were asked questions to stimulate processing of program content. All comments and questions were heard as voice-overs during freeze frames inserted into conflict and resolution vignettes from SESAME STREET. After viewing, subjects were questioned on recall. Subjects were 90 preschoolers, ages 3 to 4, and 90 kindergartners, ages 4 to 6 from a middle-upper class area.*

**Shapiro, B. N. (1975). Comprehension of television programming designed to encourage socially valued behavior in children: Formative research on SESAME STREET programming with social and affective goals. New York, NY: Children's Television Workshop.**

*Examines children's comprehension of SESAME STREET programming to encourage socially-valued behavior. Seventy-three children were observed and interviewed about plots and characters' feelings and motivations after viewing 11 SESAME STREET segments relating to entering social groups, coping with failure, coping with basic emotions, and sex-role stereotyping.*

**Silverman, L. T. (1977). The effects of SESAME STREET programming on the cooperative behavior of young children (Doctoral dissertation, Stanford University). Dissertation Abstracts International, 38(06), 3124A.**

*Examines the effect of SESAME STREET programming on the cooperative behavior of young children. Fifteen female and fifteen male pairs of children at each of three ages (3, 5, and 7 years old) watched a 15 minute television program excerpted from SESAME STREET.*

**Silverman, L. T., & Sprafkin, J. N. (1980). The effects of SESAME STREET's prosocial spots on cooperative play between young children. Journal of Broadcasting, 24(2), 135-147. (ERIC Document Reproduction Service No. EJ 232 489).**

*Examines the comparative effectiveness of two methods of prosocial teaching for very young children: (1) depicting the desired behavior in a totally prosocial setting, and (2) depicting the desired behavior as a strategy for resolving an explicitly portrayed conflict situation. In two experiments, a total of 39 pairs of children, ages 3, 5, and 7, watched a tape of SESAME STREET segments. Children were observed playing the marble-pull game, an instrument developed to assess cooperative effort between children.*

Stevens-Long, J., Cobb, N. J., & Goldstein, S. (1980, September). The influence of televised models on toy preference in children. Paper presented at the 88th Annual Convention of the American Psychological Association, Montreal, Quebec, Canada. (ERIC Document Reproduction Service No. ED 195 325).

*Findings from a study in which 18 children, ages 4 to 6, viewed SESAME STREET male and female Muppets acting out cultural stereotypes to see how this affected toy choice and play behavior. Children were observed at free play to measure toy choice.*

Teaching Research Division. (1971). Interim report 7: SESAME STREET social goals project: 1971-72 social goals summative evaluation, description of pre-test. Monmouth, OR: Teaching Research.

*Examines SESAME STREET's effectiveness in teaching cooperation. One hundred and sixty-eight 3- to 4-year-olds from day care centers in inner-city Portland, OR and Seattle, WA were divided into two groups. The experimental group watched a whole season of SESAME STREET. Measures were taken using the OPTIC system (see Paulson, 1971). For related citations, see Paulson above.*

Tidhar, C., & Schachter, A. (1985). A pilot study: Social tolerance as expressed in selected segments from the first two phases of the RECHOV SUMSUM series (Summary). Tel Aviv, Israel: Ministry of Education and Culture, The Center for Instructional Television Research.

*[Annotation not available].*

Tower, R. B., Singer, D. G., Singer, J. L., & Biggs, A. (1977). Differential effects of television programming on preschoolers' cognition, imagination and social play. Connecticut: Yale University and the University of Bridgeport. (ERIC Document Reproduction Service No. ED 153 713).

*See p.14 - EDUCATIONAL IMPACT.*

Tower, R. B., Singer, D. G., Singer, J. L., & Biggs, A. (1979). Differential effects of television programming on preschoolers' cognition, imagination, and social play. American Journal of Orthopsychiatry, 49(2), 265-281.

*See p.15 - EDUCATIONAL IMPACT.*

Will, E. E. (1975). Interim report. Effects of co-viewing teachers' sanctions upon the modeling of televised cooperation: A pilot study. New York, NY: Children's Television Workshop.

*See p.60 - VIEWING ENVIRONMENT.*

### Literature Reviews

Arias, M. B. (1982). Educational television: Impact on the socialization of the Hispanic child. In G. L. Berry & C. Mitchell-Kernan (Eds.), Television and the socialization of the minority child (pp. 203-211). New York: Academic Press.

*Examines the role of educational television in addressing the linguistic and attitudinal needs of Hispanic students.*

Asante, M. K. (1982). Television and the language socialization of black children. In G. L. Berry & C. Mitchell-Kernan (Eds.), Television and the socialization of the minority child (pp. 135-149). New York: Academic Press.

*See p.16 - EDUCATIONAL IMPACT.*

- Berry, G. L., & Mitchell-Kernan, C. (Eds.). (1982). Television and the socialization of the minority child. New York: Academic Press.  
*[Annotation not available].*
- Dorr, A. (1981). Television and affective development and functioning: Maybe this decade. Journal of Broadcasting, 25(4), 335-345.  
*Discusses the relationships between children's and adolescents' television viewing and their recognition of emotions, empathy, habituation, emotional reactions to characters, and personal states.*
- Dorr, A. (1982). Television and affective development and functioning. In D. Pearl, L. Bouthilet, & J. Lazar (Eds.), Television and behavior: Ten years of scientific progress and implications for the eighties. Washington, DC: U.S. Department of Health and Human Services.  
*See Dorr, A. (1981).*
- Dorr, A. (1982). Television and the socialization of the minority child. In G. L. Berry, & C. Mitchell-Kernan (Eds.), Television and the socialization of the minority child (pp. 15-35). New York: Academic Press.  
*Examines television, socialization, and minority children. Evaluates existing research on TV role models for minority children.*
- Dorr, A. (1983). No shortcuts to judging reality. In J. Bryant & D. R. Anderson (Eds.), Children's understanding of television. New York: Academic Press.  
*Discusses children's understanding of television content in terms of their ability to discriminate between fantasy and fact.*
- Dorr, A. (1986). Television and children: A special medium for a special audience. Beverly Hills: Sage Publications, Inc.  
*Examines children's interactions with television. Discusses research on television's effect on social attitudes and ways to make television programming more comprehensible. It also discusses the information-processing, interpretive, and evaluative capabilities required to make sense of television content.*
- Dorr, A., Doubleday, G., & Kovacic, P. (1983). Emotions depicted on and stimulated by television programs. In M. Meyer (Ed.), Children and the formal features of television (pp. 97-143). Munich: K. G. Saur.  
*Examines children's emotional reactions to and emotional involvement with television and programming's consequences for their understanding of emotion. Discusses research on SESAME STREET's effectiveness in teaching names and facial expressions of emotions.*
- Felsenthal, N. A. (1974). SESAME STREET: Socialization by surrogate. Paper presented at the Annual Meeting of the Speech Communication Association, Chicago, IL. (ERIC Document Reproduction Service No. ED 105 987).  
*Discusses and evaluates SESAME STREET's affective curriculum as it contributes to preschool television viewers' attitudinal development, behavior acquisition, and the socialization process.*
- Felsenthal, N. A. (1975). SESAME STREET: Socialization by surrogate. Educational Broadcasting, 8(6), 23-25. (ERIC Document Reproduction Service No. EJ 129 712).  
*See Felsenthal, N. A. (1974) in this section.*

- Graves, S. B. (1982).** The impact of television on the cognitive and affective development of minority children. In G. L. Berry, & C. Mitchell-Kernan (Eds.), Television and the socialization of the minority child. New York: Academic Press.  
*Evaluates television's influence on cognitive and affective development among minority children. Discusses the findings of the ETS evaluation of SESAME STREET with regard to minority children.*
- Greenberg, B. S. (1982).** Television and role socialization: An overview. In D. Pearl, L. Bouthilet, & J. Lazar (Eds.), Television and behavior: Ten years of scientific progress and implications for the eighties. Washington, DC: U.S. Department of Health and Human Services.  
*Examines the effects of portrayal on television of 5 social roles on children's socialization and self-image. The 5 social roles are (1) family roles, (2) sex roles, (3) race roles, (4) job roles, (5) age roles.*
- Greenberg, B. S., & Atkin, C. K. (1982).** Learning about minorities from television: A research agenda. In G. L. Berry & C. Mitchell-Kernan (Eds.), Television and the socialization of the minority child (pp. 215-243). New York: Academic Press.  
*Examines the impact of portrayal of minorities on television. Indicates that television content about minorities shapes children's beliefs and expectations and has a positive influence on the self-concept of minority children.*
- Hayes, L., Schauble, L. (1978).** Nothing to fear but fear itself: Experiences from SESAME STREET. Fernsehen und Bildung, 12 (1-2), 58-71.  
*Examines the role television can play in helping children overcome unproductive fears.*
- Leifer, A. D. (1976).** Teaching with television and film. Seventy-fifth yearbook of the National Society for the Study of Education (pp. 302-334). Chicago, IL: National Society for the Study of Education.  
*Examines the question of whether teaching with television or film should be preferred over live teaching.*
- Leifer, A. D., Gordon, N. J., & Graves, S. B. (1974).** Children's television: More than mere entertainment. Harvard Educational Review, 44(2), 213-245.  
*Discusses the effects of television content on aggressive and prosocial behavior and social attitudes. Uses SESAME STREET to illustrate the effect of television on socially valued behaviors.*
- Liebert, R. M., Neale, J. M., & Davidson, E. S. (1973).** Television's potential prosocial effects. In R. M. Liebert, J. M. Neale, & E. S. Davidson, The early window: Effects of television on children and youth (pp. 89-110). New York: Pergamon Press.  
*Reviews studies of prosocial behavior resulting from television viewing. Behavior such as sharing, self-control and the development of courage are areas in which television has shown positive influence.*
- Lovelace, V. O. (1983).** Can television teach prosocial behavior? Prevention in Human Services, 2, 93-106.  
*Examines prosocial television and its effects on children's learning and behavior. Discusses three methods of presentation: (1) presenting prosocial behavior only, (2) presenting prosocial behavior as a method of resolving conflict or in contrast to antisocial behavior, and (3) presenting conflict without resolution.*

- Miles, B. (1975). A brief review of the research on children and television: Channeling children. Princeton, NJ: Women on Words and Images.**  
*Discusses research on children's relationship to television. Finds that television is a major activity for most children and suggests that some causal relationships exist between television violence and children's social behavior.*
- Morris, J. S. (1982). Television portrayal and the socialization of the American Indian child. In G. L. Berry & C. Mitchell-Kernan (Eds.), Television and the socialization of the minority child (pp. 187-202). New York: Academic Press.**  
*See p.65 - MEDIA PORTRAYAL: GENDER AND ETHNICITY.*
- Palmer, E. L., & Dorr, A. (Eds.). (1980). Children and the faces of television. New York: Academic Press.**  
*See p.21 - EDUCATIONAL IMPACT.*
- Rice, M. L., Huston, A. C., & Wright, J. C. (1982). The forms of television: Effects on children's attention, comprehension, and social behavior. In D. Pearl, L. Bouthilet, & J. Lazar (Eds.), Television and Behavior: Ten years of scientific progress and implications for the eighties. Washington, DC: U.S. Department of Health and Human Services.**  
*See p.49 - ATTENTION, COMPREHENSION, AND MEMORY.*
- Rice, M. L., Huston, A. C., & Wright, J. C. (1983). The forms of television: Effects on children's attention, comprehension and social behavior. In M. Meyer (Ed.), Children and the formal features of television (pp. 21-55). Munich: K. G. Saur.**  
*See p.49 - ATTENTION, COMPREHENSION, AND MEMORY.*
- Rubinstein, E., Comstock, G. A. & Murray, J. P. (Eds.). (1972). Television and social behavior, Volume IV: Television in day-to-day life. Washington, DC: U.S. Government Printing Office.**  
*A collection of 18 papers that examines the relationship between television and its impact on the viewer. Also examines the relationship between televised violence and the attitudes and behavior of children.*
- Rushton, J. P. (1982). Television and prosocial behavior. In D. Pearl, L. Bouthilet, & J. Lazar (Eds.), Television and behavior: Ten years of scientific progress and implications for the eighties. Washington, DC: U.S. Department of Health and Human Services.**  
*Examines television's power to influence prosocial behavior. Discusses studies on the effects of SESAME STREET and MISTER ROGERS' NEIGHBORHOOD on social behavior.*
- Singer, J. L., & Singer, D. G. (1983). Implications of childhood television viewing for cognition, imagination, and emotion. In J. Bryant, & D. R. Anderson (Eds.), Children's understanding of television (pp. 265-295). New York: Academic Press.**  
*Reviews research on the effects of television viewing on children's cognitive growth and affective behavior. Discusses SESAME STREET research findings.*
- Stroman, C. A. (1984). The socialization influence of television on black children. Journal of Black Studies, 15(1), 79-100.**  
*Evaluates studies on television's socializing impact on black children. Covers issues such as viewing behavior and exposure patterns, program preferences, motivations for watching television, and the effects of watching television.*

**Watkins, B. A., Huston-Stein, A., & Wright, J. C. (1980). Effects of planned television programming. In E. L. Palmer & A. Dorr (Eds.), Children and the faces of television (pp. 49-69). New York: Academic Press.**

*See p.23 - EDUCATIONAL IMPACT.*

**Williams, T. M. (1981). How and what do children learn from television? Human Communication Research, 7(2), 180-192.**

*See p.23 - EDUCATIONAL IMPACT.*

## CHILDREN WITH DISABILITIES

*This category lists research papers discussing the use of SESAME STREET to teach children with mental retardation, hearing impairment, and learning disabilities.*

### Empirical Studies

**Ardi, D. (1976). Formative evaluation of SESAME STREET "Play to Grow" materials. Bronx, NY: Fordham University.**

*Examines children's attention to and comprehension of SESAME STREET's "Play to Grow" segments, specially developed for children with mental retardation. Tested the segments with 91 children (developmental ages 3 to 5) attending school programs for children with retarded mental development, and 45 children (ages 3 to 5), none of whom had been diagnosed as mentally retarded.*

**Ardi, D. B. (1977). New avenues of teaching resources--SESAME STREET programs for the mentally retarded child. Paper presented at the 55th Annual International Convention, The Council for Exceptional Children, Atlanta, Georgia. (ERIC Document Reproduction Service No. ED 139 197).**

*Examines children's attention to and comprehension of SESAME STREET's "Play to Grow" segments designed to foster positive self-image in children with mental retardation. Subjects were 173 children with retardation, ages 4 to 12.*

**Guskin, S., Morgan, W., Cherkes, M., Peel, B. (1979). Deafness and signing on SESAME STREET: Effects on understanding and attitudes of preschoolers. Bloomington: Indiana University.**

*[Annotation not available].*

**Guskin, S., Morgan, W., Cherkes, M., & Peel, T. (1979). The effects of SESAME STREET segments about deafness and signing on four- and five-year-olds' understandings and attitudes. New York, NY: Children's Television Workshop.**

*Investigates the extent to which SESAME STREET segments on deafness and signing influence preschool children's understandings and attitudes toward deafness and signing. Identified which SESAME STREET segments were most and least effective in changing knowledge and attitudes. Pre- and post-tests with six SESAME STREET segments were administered to 250 children, ages 4 to 5, from 4 day care centers for low-income families in Indianapolis, IN and Louisville, KY.*

**Nieto, B., Alvarez, M. R., Bernstein, L., Patrick, P., Schauble, L., & Shapiro, J. (1980). Preschool children's comprehension of animations which present messages about disabilities. New York, NY: Children's Television Workshop.**

*See p.26 - SOCIAL AND EMOTIONAL DEVELOPMENT.*

**Nikken, P. & Peeters, A. L. (1986). De realiteit van televisie: Children and television-reality. Pedagogische Studien, 63(9), 347-353.**

*Examines the effect of age, socioeconomic status, understanding of video, and the TV-viewing environment on 54 kindergartners' and 13 2nd graders' perceptions of reality. Subjects were 67 male and female Dutch children, ages 4 to 10.*

**Nikken, P., & Peeters, A. L. (1988). Children's perception of television reality. Journal of Broadcasting & Electronic Media, 32(4), 441-452.**

*Investigates children's perception of reality on television. Children, ages 4 to 9, watched segments on SESAME STREET, and answered questions about television reality. A factor*

analysis produced three reality dimensions: (a) *SESAME STREET* really exists, (b) television characters can see and hear us, and (c) what you see is inside the television set.

**Sandman, B. (1972).** An evaluation of the use of the medium of television in the teaching of shape recognition to mentally retarded children: A quasi-experimental study. Unpublished doctoral dissertation, Ohio State University, Columbus, OH.

*Investigates the effectiveness of a specially-prepared television lesson using SESAME STREET segments for students who are educable mentally retarded. The segments were designed to aid learning by reinforcing the classroom teacher's lesson. Subjects were 43 educable students with an average group IQ of 60 and average developmental age of 7, and 43 trainable students with an average group IQ of 35 and an average developmental age of 3.5.*

**Striefel, S., & Smeets, P. M. (1974).** Determining TV preference and its implications for educating retarded children. *Exceptional Children*, 40(4), 285-286.

*Studies TV program preference among children with retardation and its use in developing educational programs. Six low-level and six high-level retarded children were given the choice of watching SESAME STREET, MISTER ROGERS' NEIGHBORHOOD, CAPTAIN KANGAROO, or no program. Program preference was measured using a key-pressing method of program selection.*

**Sylves, D. (1973).** Utilization of SESAME STREET materials with a deaf population. Final report. Buffalo, NY: State University of New York, Educational Research and Development Complex.

*Reports on the preparation and utilization of SESAME STREET materials for a deaf population. Explains the selection of appropriate segments and the educational results of the use of the videotapes with 449 preschool and primary age deaf children.*

### Literature Reviews

**Bernstein, L. J., Hayes, L., & Schauble, L. (1976).** Experimenting with SESAME STREET for mentally retarded children. New York, NY: Children's Television Workshop.

*In-house report discussing the development and production of SESAME STREET's "Play to Grow" program segments for mentally retarded children. Discusses studies assessing program segments targeted at mentally retarded, bilingual/bicultural and deaf children.*

**Bernstein, L. J., Hayes, L., & Schauble, L. (1977).** Experimenting with SESAME STREET for mentally retarded children. In M. Harmonay (Ed.), Promises and performance: Children with special needs (pp. 65-77). Cambridge, MA: Ballinger.

*Discusses the development of SESAME STREET program segments for mentally retarded children. Discusses studies assessing program segments targeted at mentally retarded, bilingual/bicultural and deaf children.*

**Kolucki, B. (1976).** A taxonomy of SESAME STREET segments for the mentally retarded. New York, NY: Children's Television Workshop.

*Discusses research exploring how SESAME STREET can best serve the needs of the mentally retarded. Suggests presentation methods for enhancing the educational effectiveness of the show for the mentally retarded.*

**Kolucki, B. (1978).** Television practices for Spanish-speaking handicapped children. In P. L. Trohanis (Ed.), Early education in Spanish-speaking communities, (pp. 93-99). New York: Walker and Company.

*Examines SESAME STREET's emphasis on meeting the special needs of children through goals and objectives that include cultural diversity and segments designed to include children with some special developmental needs. Bilingual/bicultural objectives and objectives for the mentally retarded are listed.*

**Kolucki, B. (1980).** Sesame Street challenges secrets that shouldn't be. The Directive Teacher, 2(5), 3-6.

*Discusses CTW's commitment to children with special needs, and describes SESAME STREET's special needs curriculum and the influential role of research in determining and expanding each curriculum area.*

**Meichenbaum, D. H., & Turk, L. (1972).** Implications of research on disadvantaged children and cognitive-training programs for educational television: Ways of improving SESAME STREET. Journal of Special Education, 6(1), 27-42.

*Evaluates cognitive-training programs to aid programs that are designed to overcome language deficiencies.*

**Stanley, J. C. (1973).** Compensatory education for children ages two to eight. Proceedings of the Second Annual Hyman Blumberg Symposium on Research in Early Childhood Education. Baltimore: Johns Hopkins University Press.

*A volume of studies in educational intervention. Includes research articles on SESAME STREET, early intervention programs, and Head Start and Follow Through programs. Evaluates research on the handicapped and the disadvantaged.*

## ATTENTION, COMPREHENSION, AND MEMORY

*This category lists research papers that study children's attention, comprehension, and memory using SESAME STREET as a stimulus.*

### Empirical Studies

**Akiyama, T., & Kodaira, S. I. (1987).** Children and television: A study of new TV programs for children based on the pilot of an animated production. Tokyo, Japan: Japan Broadcasting Corporation; Broadcasting Culture Research Institute.

*Two studies that investigate attention, comprehension, and memory in Japanese two- and four-year-olds. Children's reactions to two short animated programs, and an English and Japanese version of SESAME STREET were recorded. Subjects in both studies were fifty 2-year-olds and forty-six 4-year-olds.*

**Alvarez, M., Huston, A. C., Wright, J. C., & Kerkman, D. (1989).** Gender differences in visual attention to television form and content. Journal of Applied Developmental Psychology, 10, 459-475.

*Two studies that analyze formal features (i.e. rapid action, dialogue, animation) and content variables (i.e. violence, theme, sex of characters) as possible determinants of gender differences in children's TV viewing.*

**Anderson, D. R., & Levin, S. R. (1976).** Young children's attention to SESAME STREET. Child Development, 47(3), 806-811. (ERIC Document Reproduction Service No. EJ 157 276).

*Examines 1- to 4-year-old children's attention to television as a function of age and sex, and presence or absence of a number of relatively simple auditory and visual characteristics of a program. Children's attention to visual and auditory attributes of SESAME STREET were rated. Subjects were 72 middle-class children from Amherst, MA.*

**Anderson, D. R., Levin, S. R., & Lorch, E. P. (1977).** The effects of TV program pacing on the behavior of preschool children. AV Communication Review, 25(2), 159-166. (ERIC Document Reproduction Service No. EJ 166 429).

*Investigates critics' assertions that TV in general and SESAME STREET in particular produce hyperactivity, impulsivity, disorganized behavior, and shortened attention spans in preschool children. Examines the short-term effects of TV program pacing on the subsequent behavior of 72 4-year-olds from Springfield, MA. Subjects viewed either a slowly paced or rapidly paced SESAME STREET program or listened to stories read by a parent and were then observed in testing and play conditions.*

**Anderson, D., Lorch, E., Field, D., Collins, P., & Nathan, J. (1986).** Television viewing at home: Age trends in visual attention and time with TV. Child Development, 57, 1024-1033.

*Investigates the TV viewing behavior of 99 families with young children using automated time-lapse videotape recording equipment placed in homes for 10-day periods. Subjects were 99 families whose members were 460 individuals from infants to 62 years of age. Also measured visual attention.*

**Anderson, D. R., Lorch, E. P., Field, D. E., & SanJers, J. (1981).** The effects of TV program comprehensibility on preschool children's visual attention to television. Child Development, 52(1), 151-157.

*Reports on two studies testing the hypothesis that TV program comprehensibility is a major determinant of preschoolers' attention to television. In the first study, 2-*

3-, and 5-year-olds' visual attention to *SESAME STREET* was enhanced in the presence of dialogue in which the referent was concretely present either visually or auditorily. In the second study, comprehensibility of the *SESAME STREET* bits was experimentally varied by randomly editing scenes within *SESAME STREET* bits (substituting foreign language dialogue, or the original dialogue backwards).

**Anderson, D., Lorch, P., Smith, R., Bradford, R. & Levin, S. (1981).** Effects of peer presence on preschool children's television-viewing behavior. *Developmental Psychology*, 17 (4), 446-453.

*Investigates attention to television when children watch in the presence of peers. Subjects were 149 three-year-olds and 150 five-year-olds who were observed watching television in the presence of an audiovisual slide distractor in groups of one, two, or three viewers.*

**Anderson, D., & Smith, R. (1984).** Young children's TV viewing: The problem of cognitive continuity. *Applied Developmental Psychology*, 5(1), 115-163.

*Discusses two experiments which study the effect of television on children's ability to connect and make sense of a flow of information as is presented in a story. Experiment 1 manipulates camera editing techniques such as cuts, zooms, and pans to ascertain their effects on the comprehension of stories by 35 three-year-olds and 36 five-year-olds. In experiment 2, the researchers attempted to discover the point at which young children's comprehension of stories break down as a function of camera techniques that conveyed either simple or complex changes in space, time, event sequence, or physiological perspective. Subjects for the second study were 38 four-year-olds and 40 seven-year-olds.*

**Ardi, D. (1976).** Formative evaluation of *SESAME STREET* "Play to Grow" materials. Bronx, NY: Fordham University.

*See p.33 - CHILDREN WITH DISABILITIES.*

**Ardi, D. B. (1977).** New avenues of teaching resources--*SESAME STREET* programs for the mentally retarded child. Paper presented at the 55th Annual International Convention, The Council for Exceptional Children, Atlanta, Georgia.

*See p.33 - CHILDREN WITH DISABILITIES.*

**Bellack, D. R. (1983).** An investigation of developmental differences in attention and comprehension of television (Doctoral dissertation, University of Kentucky). *Dissertation Abstracts International*, 44(07), 2263B.

*Investigates attention and comprehension in thirty 3- and 5-year-olds to video only, audio only, or mixed track *SESAME STREET* stories. Subjects viewed 5-minute segments of *SESAME STREET* in each of the conditions and were tested on their comprehension of the televised stories.*

**Bempechat, J., Flagg, B., Wilson, K., Mancilla, Y., Lesser, G., & Slaby, R. (1982).** Children's recollections of *SESAME STREET*. Cambridge: Harvard University Center for Research in Children's Television. (ERIC Document Reproduction Service No. ED 212 380).

*Findings from a pilot study of preadolescents' retrospective accounts of preschool experiences with *SESAME STREET*. Surveyed 105 fifth and sixth graders, ages 9 to 12, predominantly white, mixed SES from Arlington, MA. Subjects were asked questions concerning recall and understanding of program segments, characters, and settings.*

**Bernstein, L. J. (1978).** Design attributes of *SESAME STREET* and the visual attention of preschool children. (Doctoral dissertation, Columbia University). *Dissertation Abstracts International*, 39(01), 7A.

*Examines the relationships between attributes of SESAME STREET and preschool children's visual attention. Used four measures of visual attention: toy distraction, no-toy distraction, slide distraction, and group observations. Thirty-three SESAME STREET segments were used. Subjects were 125 four to six-year-olds in White Plains, NY day care centers.*

**Bouchard, A. E. (1978). SESAME STREET/CBC: Immediate Feedback 1: An evaluation of segment 808. Montreal, Quebec: Communications ABC, Inc.**

*Examines children's attention while viewing segments of SESAME STREET. Forty Canadian children, ages 3 to 5, were observed while viewing eight SESAME STREET segments.*

**Calvert, S. L., Huston, A. C., Watkins, B. A., & Wright, J. C. (1980). The relation between selective attention to television forms and children's comprehension of content. Child Development, 53, 601-610.**

*Measures children's visual attention to the formal features of a television program and relates it to their comprehension of central and incidental content. One hundred and twenty-eight children from kindergarten and third- to fourth-grade classes viewed a prosocial cartoon in same-sex pairs.*

**Children's Television Workshop. (1974). Reviews of in-house research on SESAME STREET target children's attention to four categories of affect segments. New York, NY: Children's Television Workshop.**

*See p.24 - SOCIAL AND EMOTIONAL DEVELOPMENT.*

**Davies, M. M., Berry, C., & Clifford, B. (1985). Unkindest cuts? Some effects of picture editing on recall of television news information. Journal of Educational Television, 11(2), 85-98.**

*Investigates children's verbal attention with emphasis on the effects of picture changes. Used four pairs of sentences from news commentary linked with relevant pictures to test effects of mid-sentence picture changes on TV news recall. Discusses SESAME STREET formative research findings that preschool children's visual attention was held by fast action and rapid changes of action, as produced by fast editing. Subjects were 65 first graders, 55 fourth graders, and 85 adults.*

**Field, D. E. (1987) Child and parent co-viewing of television: Its extent and its relationship to cognitive performance (Doctoral dissertation, University of Massachusetts). Dissertation Abstracts International, 48(09), 2799B.**

*See p.58 - VIEWING ENVIRONMENT.*

**Field, D. E. & Anderson, D. (1985). Instruction and modality effects on children's television attention and comprehension. Journal of Educational Psychology, 77, 91-100.**

*Investigates how the formal learning context affects children's cognitive processing of informal instruction presented on television. Subjects were 80 children, ages 5 to 9, who were examined for their television viewing and program recall in response to learning instruction. Half the children were instructed to remember for later testing while the other half were instructed to watch for entertainment.*

**Filipson, L. (1973). SESAME STREET in Sweden: A study of the pilot program SESAM. Stockholm, Sweden: Swedish Broadcasting Corporation, Audience and Programme Research Department. (ERIC Document Reproduction Service No. ED 181 898).**

*Investigates the effectiveness of SESAM, a Swedish version of SESAME STREET, by observing subjects as they watched the program. The study examined appeal and attention in 79 children, ages 4 to 6, some socially or emotionally disadvantaged.*

- Flagg, B. N. (1978).** Children and television: Effects of stimulus repetition on eye activity. In J. W. Senders, D. F. Fisher, & R. A. Monty (Eds.), Eye movements and the higher psychological functions (pp. 279-291). Hillsdale, NJ: Lawrence Erlbaum Associates. *Examines how children of different ages view a television presentation from moment to moment and explores what effects the repetition of television segments has on children's viewing behavior. Subjects (seventeen 4-year-olds and twenty-two 6-year-olds) viewed three experimental SESAME STREET segments interspersed with daily SESAME STREET material.*
- Flagg, B. N. (1982).** Formative evaluation of SESAME STREET using eye movement photography. Paper presented at the Fifth International Conference on Experimental Research in TV Instruction, St. John's, Newfoundland. *Reports a formative research study of preschool children's viewing patterns in response to pre-reading and pre-science SESAME STREET segments. Uses eye movement photography to evaluate the effectiveness of design formats in directing children's visual attention to the elements of the educational goal. Subjects were 21 children, ages 4 to 5, low SES, from the South Boston Head Start program.*
- Flagg, B. N., Allen, B. D., Geer, A. H., & Scinto, L. F. (1976).** Children's visual responses to SESAME STREET. Washington, DC: Office of Education (DHEW). (ERIC Document Reproduction Service No. ED 212 378). *Reports a formative study of eye movements among older children in SESAME STREET's target audience to formatively assess TV programming goals and their implementation. Eye movement patterns were calculated and subjects were pre- and post-tested for segment comprehension. Subjects were 47 black and white preschoolers, low SES, from Boston and Cambridge, MA.*
- Flagg, B. N., Housen, A., & Lesser, S. (1978).** Pre-reading and pre-science on SESAME STREET. New York, NY: Children's Television Workshop. (ERIC Document Reproduction Service No. ED 212 379). *This in-house study evaluates preschoolers' visual attention to and comprehension of SESAME STREET's ninth season pre-reading and pre-science segments. Eye movements were recorded during viewing and pre- and post-test comprehension measures were used.*
- Friedlander, B. Z., & DeLara, H. C. (1973).** Receptive language anomaly and language/reading dysfunction in "normal" primary-grade school children. Psychology in the Schools, 10(1), 12-18. (ERIC Document Reproduction Service No. ED 073 424). *Examines children's linguistic development using SESAME STREET's Muppet dialogue sequences. Forty-four children, ages 5-8, from an upper middle class suburban school participated in this study.*
- Gibbons, J., Anderson, D., Smith, R., Field, D., & Fischer, C. (1986).** Young children's recall and reconstruction of audio and audiovisual narratives. Child Development, 57, 1014-1023. *Examines the effects of input modality on comprehension. Varied the complexity of the visual and auditory content and the type of comprehension task. Ninety-six 4- and 7-year-olds were presented brief stories through either audio or audiovisual media.*
- Greenfield, P. M. (1984).** Using television to overcome educational disadvantage. In J. P. Murray & G. Salomon (Eds.), The future of children's television (pp. 81-86). Boys Town, NE: Boys Town. *See p.7 - EDUCATIONAL IMPACT.*

**Hayes, D. S., & Birnbaum, D. W. (1980). Preschoolers' retention of televised events: Is a picture worth a thousand words? Developmental Psychology, 16(5), 410-416.**

*Reports three memory experiments conducted to assess the degree to which preschool children and adults remember information from video versus audio portions of television shows. Two types of cartoon shows were generated for the study: a composite cartoon in which the sound track was inappropriate for the events portrayed visually, and a normal cartoon in which events were presented only visually, only aurally, or both. After viewing, subjects answered recognition questions.*

**Hayes, D. S., & Kelly, S. B. (1985). Sticking to syntax: The reflections of story grammar in children's and adults' recall of radio and television shows. Merrill-Palmer Quarterly, 31(4), 345-360.**

*Reports research findings from two experiments assessing children's and adults' recall of televised stories according to Jean Mandler's theory of story grammar. In experiment one, 14 preschoolers viewed a non-narrative SESAME STREET segment. In experiment two, 44 adults received a narrative via TV or radio.*

**Hodapp, T., & O'Bryan, K. (1975). Report on the children's viewing strategies of problem-solving television segments. Ontario, Canada: Ontario Institute for Studies in Education.**

*See p.8 - EDUCATIONAL IMPACT.*

**Homberg, E. E. (1978). Preschool children and television: Two studies carried out in three countries. New York: K. G. Saur.**

*Comparative study of British, Irish, and American preschool children's attention to and comprehension of television. SESAME STREET was offered to preschoolers in Ireland, but not Britain.*

**Husson, W. G. (1981). A time series analysis of the attention patterns to television of naive and experienced child viewers (Doctoral dissertation, Rensselaer Polytechnic Institute). Dissertation Abstracts International, 42(07), 2918A.**

*Examines the attention patterns to television of three groups of children. Two of these groups were children from a geographically isolated region of Jamaica who had never viewed television, and the third group consisted of American children, ages 3-5, from an eastern New York state community.*

**Husson, W. G., & Krull, R. (1983). Nonstationarity in children's attention to television. Communication Yearbook, 7, 304-314.**

*Examines factors internal to children that affect attention, such as attention inertia, overall attention capacity, satiation with viewing, boredom, and fatigue. Uses videotape recording and analysis of children watching SESAME STREET. Data reported on 45 children, ages 3 to 5, 6 to 8, 9 to 11, who were English-speaking residents of rural Jamaica and who had never seen television.*

**Huston, A. C., Greer, D., Wright, J. C., Welch, R., & Ross, R. (1984). Children's comprehension of televised formal features with masculine and feminine connotations. Developmental Psychology, 20, 707-716.**

*Investigates children's comprehension of sex-typed formal production features (i.e., action, music, and camera techniques). Children from grades 1 through 6 were presented with three types of stimuli in which masculine and feminine formal features were varied, but content was sex neutral: commercially produced advertisements, specially produced "pseudocommercials," and verbal descriptions. They were asked to judge whether each stimulus was better suited to advertise a feminine or masculine sex-typed toy.*

- Krull, R., Husson, W., & Paulson, A. S. (1978).** Cycles in children's attention to the television screen. *Communication Yearbook II, 2*, 125-140.  
*Measures the relationship between TV variables and children's attention to the television screen in 10 children ages 4 to 5. Children were individually shown sample versions of either SESAME STREET or THE ELECTRIC COMPANY. Attention levels, levels of 4 measures of program complexity, and 2 measures of verbal/visual interaction of program material were measured at 30 second intervals.*
- Lasker, H. (1973).** SESAME STREET among the mountains of Jamaica. *Harvard Graduate School of Education Association Bulletin, 27(2)*, 18-22.  
*Discusses observational research assessing SESAME STREET's impact on inexperienced television viewers in Jamaica. Observed children in four villages and videotaped them in a fifth village. Measured attention patterns. The subjects were in three age groups: 3 to 5, 6 to 8, and 9 to 11.*
- Lasker, H. (1974).** The Jamaican project: Final report. Cambridge, MA: Harvard University Center for Research in Children's Television.  
*Describes what was learned from a joint project by Sony Corp. and CTW, in which SESAME STREET was shown to 3- to 11-year-olds in remote villages in Jamaica for six weeks on a mobile video cassette unit. Children's reactions to watching television for the first time were observed and videotaped.*
- Lasker, H., & Bernath, N. (1974).** Status of comprehension study of SESAME STREET affect bits. New York, NY: Children's Television Workshop. (ERIC Document Reproduction Service No. ED 126 866).  
*A pilot formative research study assessing children's attention to and comprehension of affective bits on SESAME STREET. Children, ages 3 to 5, from middle and upper-class day care centers were observed while viewing SESAME STREET segments dealing with pride and anger.*
- Lemish, D. (1984).** The "pampered" SESAME STREET viewer. Lawrence: University of Kansas, Department of Human Development.  
*See p.53 - VIEWING PATTERNS.*
- Lemish, D. (1987).** Viewers in Diapers: The Early Development of Television Viewing. In Thomas R. Lindlof (Ed.), Natural Audiences: Qualitative Research of Media Uses and Effects. Norwood, New Jersey: Ablex Publishing Corporation.  
*See p.53 - VIEWING PATTERNS.*
- Levin, S. R. (1974).** Stimulus determinants of children's attention to SESAME STREET (Doctoral dissertation, University of Massachusetts). *Dissertation Abstracts International, 39(01)*, 44B.  
*See p.77 - RESEARCH METHODOLOGY.*
- Levin, S. R., & Anderson, D. R. (1976).** The development of attention. *Journal of Communication, 26(2)*, 126-135.  
*Investigates the relationship between preschool children's visual attention to SESAME STREET and the program content. Seventy white, middle-class children, ages 1 to 4, were observed while watching SESAME STREET in the presence of toys and parents.*
- London Weekend Television. (1972).** SESAME STREET: London I.T.V. area audience observation tables. London, England: Author.  
*See VIEWING PATTERNS.*

- Lorch, E. P., & Anderson, D. R. (1978). Paying attention to SESAME STREET. Amherst: University of Massachusetts.  
*This observational study examines attention, involvement, and character preference as it relates to SESAME STREET viewing. Children were observed viewing 15 SESAME STREET programs. Subjects were 300 children, ages 3 to 5, from Springfield, MA.*
- Lorch, E. P., Anderson, D. R., & Levin, S. R. (1977). The relationship of visual attention to children's comprehension of television. Paper presented at the National Association of Educational Broadcasters Annual Meeting, Washington, DC.  
*Investigates the relationship between visual attention and comprehension of a television program. Subjects watched a 40-minute version of SESAME STREET in a home-like setting, and were then tested for comprehension. Half viewed with toys present and half viewed without toys. Subjects were seventy-two 5-year-olds from Springfield, MA.*
- Lorch, E. P., Anderson, D. R., & Levin, S. R. (1978). Comprehending SESAME STREET: The effects of attention. New York, NY: Children's Television Workshop.  
*A CTW commissioned study testing the relationship between visual attention and comprehension of a television program. Seventy-two 5-year-olds were observed while watching SESAME STREET, half in the presence of toys and half without toys.*
- Lorch, E. P., Anderson, D. R., & Levin, S. R. (1979). The relationship of visual attention to children's comprehension of television. Child Development, 50(3), 722-727. (ERIC Document Reproduction Service No. EJ 212 951).  
*See Lorch, Anderson, & Levin (1977) above.*
- Lorch, E. P., Bellack, D. R., & Augsbach, L. H. (1987). Young children's memory for televised stories: Effects of importance. Child Development, 58, 453-463.  
*Two empirical studies that examine the effects of the importance of information in a story on 4- to 6-year-olds' recall memory for 4 SESAME STREET stories. Free recall and cued recall tasks were used.*
- Lukoff, J. (1972). Recall and recognition of letters and numbers of children in two day care centers. New York, NY: Children's Television Workshop.  
*See p.9 - EDUCATIONAL IMPACT.*
- Lyle, J., & Hoffman, H. R. (1972). Explorations in patterns of television viewing by preschool-age children. In E. Rubinstein, G. A. Comstock & J. P. Murray (Eds.), Television and social behavior, Volume IV: Television in day-to-day life (pp. 257-273). Washington, DC: U.S. Government Printing Office.  
*This exploratory study examines children's TV viewing behavior and cognitive responses to television. A pool of 158 three- to five-year-olds and their mothers were surveyed.*
- Lyle, J., & Hoffman, H. R. (1976). Television viewing by preschool-age children. In J. Brown (Ed.), Children and television (pp. 45-61). London: Collier Macmillan.  
*See Lyle & Hoffman (1972) above.*
- Mintzberg, E. (1973). The educational effect of SESAME STREET on children in Israel. Jerusalem: The Hebrew University.  
*See p.10 - EDUCATIONAL IMPACT.*
- Nieto, B., Alvarez, M. R., Bernstein, L., Patrick, P., Schauble, L., & Shapiro, J. (1980). Preschool children's comprehension of animations which present messages about disabilities. New York, NY: Children's Television Workshop.  
*See p. 26 - SOCIAL AND EMOTIONAL DEVELOPMENT.*

**Paulson, L. (1971). The assessment of cooperation behavior in preschool children: A pilot study. Monmouth, OR: Teaching Research.**

*See p.26 - SOCIAL AND EMOTIONAL DEVELOPMENT.*

**Pezdek, K., & Hartman, E. F. (1983). Children's television viewing: Attention and comprehension of auditory versus visual information. Child Development, 54, 1015-1023. (ERIC Document Reproduction Service No. EJ 285 721).**

*Two studies that examine 5-year-olds' attention to auditory, visual, and mixed modality segments of SESAME STREET. Subjects were asked comprehension questions after viewing a videotape of SESAME STREET in a home-like setting in three conditions: (1) toys available to play with, (2) a record playing in the room, or (3) no toys or record available. Subjects were sixty 5-year-old kindergartners from a California metropolitan area.*

**Pezdek, K., & Stevens, E. (1984). Children's memory for auditory and visual information on television. Developmental Psychology, 20(2), 212-218.**

*This study examines the relationship between children's cognitive processing of video and audio information on TV. Ninety-six kindergartners from San Bernardino, CA viewed experimental segments of SESAME STREET followed by comprehension and recognition tests.*

**Pingree, S. (1986). Children's activity and television comprehensibility. Communication Research, 13(2), 239-256.**

*Tests the hypothesis that TV program comprehensibility is a major determinant of preschoolers' attention to television. Two 30-minute edited versions of SESAME STREET were presented, each containing 16 story bits: 4 normal, 2 in Greek, 2 with backward words, and 4 with scenes rearranged randomly. Subjects were 120 white and hispanic children, at ages 3.5, 5, and 6.5. The subjects came from socioeconomically diverse families. This study replicated and extended the work of Anderson, Lorch, Field, & Sanders (1981) cited above in this section.*

**Potts, R., Huston, A.C., Wright, J. C. (1986). The effects of television form and violent content on boys' attention and social behavior. Journal of Experimental Child Psychology, 41, 1-17.**

*Examines the independent effects of television content (violence) and television formal features (action level) on children's attention to programs and their postviewing social behavior. Pairs of preschool boys participated in two experimental sessions in which they saw animated and live television programs that varied in violent content (high or low) and formal features (high or low action level). They then played with toys that contained cues for either aggressive or prosocial interaction.*

**Quarfoth, J. M. (1979). Children's understanding of the nature of television characters. Journal of Communication, 29(3), 210-218.**

*Explores children's abilities to differentiate between human, animated, and puppet characters. Kindergartners through fourth graders were tested on picture sorting tasks, multiple choice questions, and open-ended questions. Subjects were 34 kindergartners, 23 first graders, 20 second graders, 21 third graders, and 20 fourth graders from white middle-class areas of two midwestern cities.*

**Reeves, B. F. (1970). The first year of SESAME STREET: The formative research. Final report (Vol. II). New York, NY: Children's Television Workshop.**

*See p.12 - EDUCATIONAL IMPACT.*

- Reeves, B. F. (1971). The responses of children in six small viewing groups to SESAME STREET shows 261-274. New York, NY: Children's Television Workshop.  
*An observational study that examines children's reactions to SESAME STREET programs. Six small viewing groups were observed for 14 days watching SESAME STREET programs.*
- Rice, M. L., Huston, A. C., & Wright, J. C. (1986). Replays as repetitions: Young children's interpretations of television forms. Journal of Applied Developmental Psychology, 7, 61-76.  
*Examines young children's comprehension of instant replays in two studies. Two-hundred-and-forty-nine children viewed experimental bits in which instant replays were inserted. Children's detection and interpretation of replays were measured.*
- Rolandelli, D., Sugihara, K., & Wright, J. C. (in press). Visual processing of televised information by Japanese and American children. Journal of Cross-Cultural Psychology.  
*[Annotation not available].*
- Rust, L. W. (undated). Attributes of SESAME STREET that influence preschoolers' attention to the television screen. New York, NY: Attribute Research Service.  
*Investigates the general attributes of SESAME STREET program segments to which children respond with consistently high and low attention. Used observation and the distractor method. Subjects were urban children, ages 4 to 5, from day care centers in low-income housing developments in New York City.*
- Rust, L. (1979). SESAME STREET characters: Children's attention patterns. New York, NY: Langbourne Rust Research.  
*Part 2 of a research study initiated by CTW that examines how children attend to a wide variety of SESAME STREET material. Examines patterns of attention to different characters. Seventeen characters were selected for explicit study.*
- Rust, L. (1987). Using attention and intention to predict at-home program choice. Journal of Advertising Research, 27(2), 25-30.  
*Examines children's attention to programs in a central-location test. Measures were taken of their expressed intention to watch that program in the future, and their actual program selections at home a week later. Subjects were 102 children ranging in age from 6 to 11.*
- Salomon, G., Eglstein, S., Finkelstein, R., Finkelstein, I., Mintzberg, E., Malve, D., & Velner, L. (1972). Educational effects of SESAME STREET on Israeli children. Jerusalem, Israel: Hebrew University of Jerusalem.  
*See p.13 - EDUCATIONAL IMPACT.*
- Shapiro, B. N. (1975). Comprehension of television programming designed to encourage socially valued behavior in children: Formative research on SESAME STREET programming with social and affective goals. New York, NY: Children's Television Workshop.  
*See p.27 - SOCIAL AND EMOTIONAL DEVELOPMENT.*
- Smith, R., & Anderson, D. (1985). Modality differences in children's comprehension of television. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Toronto, Canada.  
*Examines whether there is an advantage of visual over auditory information in children's comprehension. Children viewed 12 very simple audiovisual narratives and then*

*reconstructed the stories using the same dolls and settings depicted. Subjects were 40 four-year-olds and 42 seven-year-olds.*

**Smith, R., Anderson, D. R., & Fischer, C. (1985). Young children's comprehension of montage. Child Development, 56, 962-971.**

*Two studies that examine children's comprehension of brief-stop animation televised segments, incorporating elements of cinematic montage such as pans, zooms, and cuts. In the first experiment, 3- and 5-year-olds reconstructed the action and dialogue of 12 animated televised segments using the same dolls and settings depicted. In the second study, children viewed 12 new segments in which comprehending the montage required inferences of character perspective, implied action sequences, spatial relationships, and simultaneity of different actions.*

**Sproull, N. (1973). Visual attention, modeling behaviors, and other verbal and nonverbal metacommunication of prekindergarten children viewing SESAME STREET. American Educational Research Journal, 10(2), 101-114.**

*Compares viewing behavior during SESAME STREET for single (N=6) vs. group viewers (6 groups of 4 subjects each). Preschoolers were videotaped during and after viewing the same pre-taped SESAME STREET program, and videotapes were coded for visual attention, modelling behaviors, and other metacommunication. Subjects were thirty 4- to 5- year-olds, predominantly white from a middle-class midwestern area.*

**Tower, R. B., Singer, D. G., Singer, J. L., & Biggs, A. (1977). Differential effects of television programming on preschoolers' cognition, imagination and social play. Connecticut: Yale University and the University of Bridgeport.**

*See p.14 - EDUCATIONAL IMPACT.*

**Tower, R. B., Singer, D. G., Singer, J. L., & Biggs, A. (1979). Differential effects of television programming on preschoolers' cognition, imagination, and social play. American Journal of Orthopsychiatry, 49(2), 265-281.**

*See p.15 - EDUCATIONAL IMPACT.*

**Watkins, B. A., Calvert, S. L., Huston-Stein, A.C., & Wright, J. C. (1980). Children's recall of television material: Effects of presentation mode and adult labelling. Developmental Psychology, 16, 672-674.**

*[Annotation not available].*

**Welch, A. J. (1980). The relationship of stimulus complexity variables on selected SESAME STREET segments to children's attention to and recall of contents (Doctoral dissertation, University of Massachusetts). Dissertation Abstracts International, 41(03), 840A.**

*Examines the influence of TV programming characteristics such as visual complexity on viewer attention and learning among preschoolers who viewed a half-hour sequence of SESAME STREET segments. Measures of recall and recognition were used and correlated to attention measures.*

**Welch, A. J. (1982). The impact of information channel on verbal recall among preschool-aged television viewers. Paper presented at the Annual Meeting of the Eastern Communication Association, Hartford, CT.**

*Investigates the learning impact of audio, visual, and audiovisual information channels in televised messages among preschool children. The messages consisted of a half-hour videotape of SESAME STREET episodes (presented to 48 preschoolers), and a videotape of an intact MISTER ROGERS' NEIGHBORHOOD program (presented to 50 preschoolers). Subjects viewed the shows in the presence of distractions such as toys and*

books. Subjects were observed through a one-way window, and a questionnaire testing recall of the material presented was administered.

Welch, A. J., & Watt, J. H. (1980, August). The influence of visual complexity on children's attention to and learning from SESAME STREET. Paper presented at the 63rd Annual Meeting of the Association for Education in Journalism, Boston, MA. Examines the influences of TV programming characteristics such as visual complexity on viewer attention and learning among preschoolers who viewed a half-hour sequence of SESAME STREET segments. Measures of recall and recognition were used and correlated to attention measures.

Welch, A. J., & Watt, J. H. (1982). Visual complexity and young children's learning from television. Human Communication Research, 8(2), 133-145. Assesses the impact of static and dynamic visual complexity of a half-hour sequence of SESAME STREET segments on the visual attention, recall, and recognition of young children. Subjects viewed 12 experimental SESAME STREET tapes in a home-like setting with toys available. Subjects were forty-eight children, ages 4-6.

Wilder, P. G. (1980). The moral of a story: Preschoolers' gradual comprehension of a narrative on SESAME STREET. Moral Education Forum, 5(3), 2-14. See p.15 - EDUCATIONAL IMPACT.

Wright, J. C., Huston, A. C., Ross, R. P., Calvert, S. L., Rolandelli, D., Weeks, L. A., Raeissi, P., & Potts, R. (1984). Pace & continuity of television programs: Effects on children's attention and comprehension. Developmental Psychology, 20, 653-666. Investigates the effects of pace (defined by the rate of scene and character change in stories and rate of bit change in magazine shows) and continuity (level of temporal integration required of successive scenes in a story for full comprehension) on children's attention to and comprehension of television. Sixteen children's TV programs varying in continuity, pace, and animation were made from broadcast material. Children (N=160), half in grades K-1 and half in grades 3 to 4, viewed two of the programs and were then tested for recall. The recall task required sequential seriation of still photos taken from the program.

### Literature Reviews

Anderson, D. R. (1985). The influence of television on children's attentional abilities. New York, NY: Children's Television Workshop. (ERIC Document Reproduction Service No. ED 265 933).

Reviews the literature to determine the scientific status of the proposition that viewing television in general or viewing SESAME STREET in particular affects children's attentional skills, abilities, or behaviors.

Anderson, D. R., & Bryant, J. (1983). Research on children's television viewing: The state of the art. In J. Bryant, & D. R. Anderson (Eds.), Children's understanding of television, (pp. 331-353). New York: Academic Press.

Discusses children's television viewing with references to SESAME STREET researchers and their general findings. Compares SESAME STREET with MISTER ROGERS' NEIGHBORHOOD.

Anderson, D. R., & Collins, P. A. (1988). The impact on children's education: Television's influence on cognitive development. Washington, DC: Office of Educational Research and Improvement, U.S. Department of Education.

See p.16 - EDUCATIONAL IMPACT.

- Anderson, D. R., & Field, D. E. (1983).** **Children's attention to television: Implications for production.** In M. Meyer (Ed.), **Children and the formal features of television** (pp. 56-96). Munich: K. G. Saur.  
*Proposes 17 principles of children's attention to television. Reviews methods of measuring attention, reviews empirical research, and lists 17 implications for production of children's educational TV.*
- Anderson, D. R., & Lorch, E. P. (1983).** **Looking at television: Action or reaction?** In J. Bryant & D. R. Anderson (Eds.), **Children's understanding of television** (pp. 1-33). New York: Academic Press.  
*Argues that visual attention is actively under the control of the viewer, and is in the service of the viewer's efforts to understand the program and to deploy attention efficiently between the television and viewing environment.*
- Bryant, J., et al. (1979).** **Humor in children's educational television.** **Communication Education**, 28(1), 49-59.  
*Examines the use of entertainment features in four children's educational television programs. Types of humor were also analyzed.*
- Bryant, J., & Anderson, D. R. (Eds.) (1983).** **Children's understanding of television: Research on attention and comprehension.** New York: Academic Press.  
*Edited book with chapters by Anderson & Lorch, Houston & Wright, Watt & Welch, Krull, Collins, Meringoff et al., Solomon, Dorr, Bryant et al., Mielke, Singer & Singer, & J. Anderson. Summary of empirical research through 1982 on children's attention to and comprehension of television.*
- Bryant, J., Zillmann, D., & Brown, D. (1983).** **Entertainment features in children's educational television: Effects on attention and information acquisition.** In J. Bryant & D. R. Anderson (Eds.), **Children's understanding of television** (pp. 221-240). New York: Academic Press.  
*Chapter that reviews research by Bryant and colleagues on the effects of humor, music, and special effects on children's attention to television.*
- Collins, W. A. (1981).** **Schemata for understanding television.** In H. Kelly & H. Gardner (Eds.), **Viewing Children Through Television** (pp. 31-46). San Francisco: Jossey-Bass.  
*Discusses types of knowledge necessary to comprehend dramatic programming on television. Reviews relevant developmental research.*
- Collins, W. A. (1982).** **Cognitive processing in television viewing.** In D. Pearl, L. Bouthilet, & J. Lazar (Eds.), **Television and behavior: Ten years of scientific progress and implications for the eighties.** Washington, DC: U.S. Department of Health and Human Services.  
*Reviews research on children's cognitive processes while watching television. Discusses attention, comprehension, retention, and inferences from programs.*
- Collins, W. A. (1983).** **Interpretation and inference in children's television viewing.** In J. Bryant & D. R. Anderson (Eds.), **Children's understanding of television** (pp. 125-150). New York: Academic Press.  
*Reviews research assessing how viewers of different ages encode, interpret, and make inferences about the contents of television programs. Discusses the differences between SESAME STREET and other program types, such as dramas with regard to their influence on comprehension.*

- Cullingford, C. (1984).** Children and television. New York: St. Martin's.  
*Discusses studies regarding children's attention to television, television as an educational tool, and television's potential to convey information.*
- Dorr, A. (1981).** How children make sense of television. In M. Janowitz & P. Hirsch (Eds.), Reader in public opinion and mass communication (3rd ed.), (pp. 363-385). New York: Free Press.  
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- Dorr, A. (1986).** Television and Children: A Special Medium For A Special Audience. Beverly Hills: Sage.  
*See p.29 - SOCIAL AND EMOTIONAL DEVELOPMENT.*
- Harvard Eye Movement Laboratory. (1980).** Reports on television viewing patterns. Cambridge, MA: Harvard University, Center for Research in Children's Television.  
*A collection of eye movement research from 1976-1980 that uses SESAME STREET segments to evaluate the effectiveness of instructional design variables in sustaining attention.*
- Huston, A. C., & Wright, J. C. (1983).** Children's processing of television: The informative functions of formal features. In J. Bryant & D. R. Anderson (Eds.), Children's understanding of television (pp. 37-68). New York: Academic Press.  
*Examines the process by which children learn to process the forms and codes of television. Discusses how formal features influence cognitive processes.*
- Huston, A. C., Wright, J. C., Wartella, E., Rice, M. L., Watkins, B. A., Campbell, T., & Potts, R. (1981).** Communicating more than content: Formal features of children's television programs. Journal of Communication, 31(3), 32-48.  
*Presents a taxonomy of formal features of television and examines the ways in which these features are used in current productions for children.*
- Kellerman, K. (1985).** Memory processes in media effects. Communication Research, 12(1), 83-131.  
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- Krull, R., & Husson, W. (1979).** Children's attention: The case of TV viewing. In E. Wartella (Ed.), Children communicating: Media and development of thought, speech, understanding (pp. 83-114). Beverly Hills: Sage.  
*Examines children's television attention patterns to provide an understanding of whether television adversely affects children's ability to gather information from sources other than TV. Reports empirical studies of the relationship between 4 complexity measures and attention to SESAME STREET and THE ELECTRIC COMPANY. Also presents a model of theoretical links between set complexity, attention, and cognition.*
- Krull, R. (1983).** Children learning to watch television. In J. Bryant & D. R. Anderson (Eds.), Children's understanding of television (103-123). New York: Academic Press.  
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- Meringoff, L. K., & Lesser, G. S. (1980).** The influence of format and audiovisual techniques on children's perceptions of commercial messages. In R. Adler, G. S. Lesser, et al. (Eds.), The effects of television advertising on children (pp. 43-59). Lexington, MA: Lexington Books.  
*Examines the effect of specific audiovisual properties of television advertising on*

children. *Studies on the effects of specific program characteristics and formats on children's attention and cognitive development are discussed.*

**Murray, J. P. (1978). Children's understanding of television: An international review of formative and evaluative research.** New South Wales, Australia: Macquarie University, School of Behavioral Sciences.

*Discusses children's attention to television, television's role in the facilitation or disruption of cognitive skills, and the development of "media literacy" as a result of extensive exposure to television.*

**Noble, G. (1975). Children in front of the small screen.** London: Constable and Company.

*Three chapters examine television research methods, child development and television viewing, and television producers as gatekeepers.*

**Palmer, E. L. (1978). Children's advertising rulemaking comment.** New York, NY: Children's Television Workshop.

*Examines the effects of television advertising on young children. Discusses CTW's research on SESAME STREET and how psychological research and child testing have contributed to the design of SESAME STREET and THE ELECTRIC COMPANY.*

**Palmer, E. L., & Dorr, A. (Eds.). (1980). Children and the faces of television.** New York: Academic Press.

*A collection of 21 papers covering three areas concerning television and children: teaching, violence, and selling. Integrates research studies and theoretical papers.*

**Rice, M. L., Huston, A. C., & Wright, J. C. (1982). The forms of television: Effects on children's attention, comprehension, and social behavior. In D. Pearl, L. Bouthilet, & J. Lazar (Eds.), Television and behavior: Ten years of scientific progress and implications for the eighties.** Washington, DC: U.S. Department of Health and Human Services.

*Summarizes research on the effects of formal properties of television on children's attention, comprehension, and social behavior. Identifies program attributes or production techniques maximally effective in gaining and holding children's attention and communicating information in ways they will understand and remember.*

**Rice, M., Huston, A. C., & Wright, J. C. (1983). The forms of television: Effects on children's attention, comprehension and social behavior. In M. Meyer (Ed.), Children and the formal features of television (pp. 21-55).** Munich: K. G. Saur.

*Summarizes research on the effects of formal properties of television on children's attention, comprehension, and social behavior. Addresses the roles of salience, informativeness, and comprehensibility in determining cognitive processing.*

**Rolandelli, D. R. (1989). Children and television: The visual superiority effect reconsidered. Journal of Broadcasting and Electronic Media, 33, 69-81.**

*Questions the "visual superiority effect" -- the contention that the visual modality of television is more salient and memorable for young children than is the auditory component. Research is reviewed in the following areas: television and the visual superiority effect, comprehensibility of program content, centrality of auditorily and visually presented information, and the linguistic complexity of television.*

**Rydin, I. (1983). How children understand television and learn from it: A Swedish perspective. In M. Meyer (Ed.), Children and the formal features of television (pp. 166-187).** Munich: K. G. Saur.

*Discusses research on the comprehensibility of television for young viewers focussing on the use of television to teach. Reviews research on SESAME STREET's educational effectiveness.*

**Salomon, G. (1981). Introducing AIME: The assessment of children's mental involvement with television.** In H. Kelly and H. Gardner (Eds.), Viewing children through television (pp. 89-102). San Francisco: Jossey-Bass.

*Discusses the Amount of Invested Mental Effort (AIME) children expend while viewing television. It also discusses how characteristics of the presentation and content of television material partly determine children's perceptions of the television material and influence how much AIME they expend.*

**Singer, J. L. (1980). The power and limitations of television: A cognitive-affective analysis.** In P. H. Tannenbaum (Ed.), The entertainment functions of television (pp. 31-65). Hillsdale, NJ: Lawrence Erlbaum Associates.

*Examines SESAME STREET's techniques for maintaining children's attention.*

**Singer, J. L., & Singer, D. G. (1983). Implications of childhood television viewing for cognition, imagination, and emotion.** In J. Bryant, & D. R. Anderson (Eds.), Children's understanding of television (pp. 265-295). New York: Academic Press.

*See p.31 - SOCIAL AND EMOTIONAL DEVELOPMENT.*

**Wackman, D. B., & Wartella, E. (1977). A review of cognitive development theory and research and the implication for research on children's responses to television.** Communication Research, 4(2), 203-224.

*Reviews cognitive developmental theories with regard to children and television. Also discusses research investigating these theories, and presents research on children's responses to television and TV advertising.*

**Ward, S., Robertson, T., & Brown, R. E. (1986). Commercial television and European children.** Brookfield, VT: Grower.

*Report on numerous research findings on the effects of commercials on European children.*

**Wartella, E. (1979). Children and television: The development of the child's understanding of the medium.** In Television programming for children: A report of the children's television task force (Vol. 5). Washington, DC: Federal Communications Commission.

*Reviews the research on how children make sense of TV and its content. Includes a review of age-related differences in children's interpretations of TV entertainment content in general and advertising content in particular.*

**Wartella, E. (1986). Getting to know you: How children make sense of television.** In G. Gumpert & R. Cathcart (Eds.), Inter/Media: Interpersonal communication in a media world (pp. 537-549). New York: Oxford University Press.

*Reviews research on the ability of children to understand TV's communication devices. Also discusses research on the interpersonal context of TV viewing.*

**Wartella, E., & Hunter, L. S. (1983). Children and the formats of television advertising.** In M. Meyer (Ed.), Children and the formal features of television (pp. 144-165). Munich: K. G. Saur.

*Reviews literature on children's comprehension of and attention to TV commercials. Also reviews persuasive effects of TV advertising to children.*