Lynn Educational Alternative Program (L.E.A.P.)
Promotional Video

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LYNN EDUCATIONAL ALTERNATIVE PROGRAM
PROMOTIONAL VIDEO

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MIM 595
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INTRODUCTION

Who says we are all the same? According to Delos R. Smith the former Chairman of the "New York Downtown Economists", "I have learned how to be different. After I learned to be different, I enjoyed being different. It is so much fun to walk to a different drummer." Former Vice President of the United States Nelson Rockefeller said "Accept the fact you have a problem, don't try to hide it. Refuse to feel sorry for yourself-you have a challenge; never quit!!" These two men are among a large number of men and women with learning disabilities who have overcome their difficulties to excel in politics, business, sports, literature, communications and other fields of endeavor. However, there are a number of people who need support services to give them the guidance and structure in order to develop personal and professional skills. Where do they go from here? I believe the answer to be the Lynn Educational Alternative Program.

The purpose of this study is to generate interest in one specific program called LEAP which is specifically designed to help students develop their potential in both academics and personal growth. My purpose was to develop a strategy to make this program known nationally and internationally. The decision to use video as a marketing strategy is because of its demonstrated efficacy as a powerful communication tool.
REVIEW OF LITERATURE

The term learning disability has been used to describe a variety of problems in storing, acquiring, and retrieving information. Students with learning disabilities may receive inaccurate information through their senses or have trouble processing the information. This inaccurate processing of information results in perceptual problems. The student may have difficulty reading, writing, speaking, or listening. The most commonly used definition is taken from The Education for All Handicapped Children Act of 1975, Public Law 94-142. It states:

The term "children with specific learning disabilities" means those children who have a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. Such disorders include perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. This term does not include children who have learning problems which are primarily the result of visual, hearing or motor handicaps, of mental retardation, of emotional disturbance, or environmental, cultural or economic disadvantage.
CHARACTERISTICS OF LEARNING DISABILITIES

Many handicaps come under the term learning disabilities. According to (Patton, 1992), the following are those that most hinder academic performance:

*Visual Perceptual Problems* - taking information in through the senses of sight and/or processing that information.

*Visual Figure-Ground Problems* - seeing a specific image within a competing background; for example, seeing the teacher's face when he or she stands in front of a blackboard with writing on it or picking out one line of print from other lines on a page. People who have this problem cannot see things that others can see. One line of print on the page appears to be missing.

*Visual Sequencing Problems* - seeing things in the correct order, for instance, seeing letters reversed or seeing two knobs reversed on a machine. The person who has this problem actually sees the word incorrectly; he or she sees was instead of saw.

*Visual Discrimination Problems* - seeing the difference between two similar objects, such as the letters v and u or e and c; between two similar chemical symbols; or between two types of leaves.

*Auditory Perceptual Problems* - taking information in through the sense of hearing and/or processing that information. People with this
problem frequently hear inaccurately. A sequencing or discrimination error can totally change the meaning of a message. For example, one might hear, "The assignment is due in May," rather than "The assignment is due today." People with auditory handicaps frequently do not hear unaccented syllables. They may hear "formed" instead of "performed," or "seven" instead of "seventy."

Auditory perceptual handicaps include:

* **Auditory Figure-Ground Problems** - difficulty hearing a sound over background noise, for instance, hearing the professor lecture when an air conditioner is humming in the room, hearing one bird chirp while other birds and insects are singing, or hearing someone talk at a party when music is playing.

* **Auditory Sequencing Problems** - difficulty hearing sounds in the correct order, for instance, hearing "nine-four" instead of "four-nine," hearing "law" instead of "wall," or hearing music garbled because the notes are perceived out of order.

* **Auditory Discrimination Problems** - difficulty telling the difference between similar sounds such as "th" and "f" and "m" or "n," hearing "seventeen" instead of "seventy," or hearing an angry rather than a joking tone of voice.

* **Motor Problems** - difficulty moving one's body efficiently to achieve a certain goal. Perceptual motor problems-difficulty performing a task
requiring coordination, because of inaccurate information received through the senses. This may result in clumsiness, difficulty in participating in simple sports, and awkward or stiff movements.

*Visual Motor Problems* - difficulty seeing something and then doing it, such as copying something off a blackboard or learning a dance step by watching the teacher.

*Auditory Motor Problems* - difficulty hearing something and then doing it, such as following verbal directions on a test or taking notes in a lecture.

**THE ETIOLOGY OF LEARNING DISABILITIES**

Learning disabilities are believed to be caused by: 1) A familial element-A parent or family member having a learning problem. 2) Children of mothers who had difficult pregnancies or labors. Parents who were drug or alcohol users. Age of parent (either younger than 16 or older than 40). 3) Children with post birth difficulties such as infections, head trauma, seizures etc. 4) From birth to age 3 language skills develop. Infections at this time can lead to complications.

**DIAGNOSIS OF LEARNING DISABILITIES**

In order to identify a learning disability (LD) diagnosis, diagnostic testing needs to be provided. The National Joint Committee on Learning
Disabilities stress the importance of evaluating a student's strengths as well as weaknesses when diagnosing and planning for individuals with learning disabilities.

"LD assessment traditionally addresses the areas that have the most significant impact on a student's ability to be successful in a college environment; however, ultimately these individuals must leave their campuses and enter the world. As Salches and Dooley-Dickey (1990, p.50) indicate, "The impact of learning disabilities is not limited to academic functioning." Particularly for students in vocationally oriented programs, it is critical to address the career goals and interests of students with learning disabilities, especially as they are affected by individual strengths and weaknesses." (Brinckerhoff, p.121)

EFFECTS OF LEARNING DISABILITIES

To be learning disabled does not mean a condition that cannot be changed. To many it implies hopelessness. But many people learn to compensate for their inability to function in certain areas. The learning disabled person looks like everyone else, as no physical disability exists. The condition could be called an "invisible handicap". People often see these individuals as lazy or clumsy. Thus, a loss of self-esteem or self confidence is usually a problem for these individuals.
Coping is the word to describe a learning-disabled persons function. Years ago many found jobs in the unskilled labor fields. As we changed in our society and the schools took on enforcement of compulsory school attendance laws, the situation had to be addressed. Special classes were set up. This isolationism with special teachers, and the use of specialized equipment was thought take the way to handle the problem.

A study from the 1960's concluded that self-esteem was lost by this treatment of labeling students. Teachers were inadequately trained and when tested, children were found to be "socio-culturally deprived".

Late in the 1960s educational policy changed, and children with learning disabilities were placed in the regular classrooms with necessary accommodations provided. Learning centers, new programs, new equipment ie, calculators, video equipment, cassettes, audiovisual aids came into wide use, but with teacher instruction.

Problems still arose as class placement presented difficulties with behaviors. Barriers between handicapped and non-handicapped were built. The adults with disabilities did not integrate into the work world well. The children who were handicapped were not receiving equal educational opportunities.

In 1975, Public Law 94-142 (The Education of All Handicapped Children Act) was passed. This act insured each handicapped child from 3
years to 21, a "free", "appropriate" education in the "least restrictive environment". This, people refer to as "mainstreaming". The difficulty with this was that the teachers stated that they had little or no training with children with learning disabilities. Special attention could not be devoted to the learning disabled student during class because other students would suffer. Class size was another factor.

DEMographic TRENDS

The percentage of people with learning disabilities is difficult to assess. From two percent to over twenty percent of the population is estimated. Currently, individuals with learning disabilities in the United States represent 50.5% of the students with disabilities from ages 6 to 21 who are receiving special education in our schools (Fourteenth Annual Report to Congress on the Implementation of the Education of the Handicapped Act, 1992). This disability group alone accounts for over 4.5% of total school enrollment. Over 60,000 identified students with learning disabilities are graduating from high school every year, and of these, nearly half are pursuing some type of post-secondary program (Tenth Annual Report to Congress on the Implementation of the Education of the Handicapped Act, 1988).

Almost 60% of college age students with learning disabilities are enrolled in 2 year campuses, while another 40% are attending 4 year campuses. Based on information from the "College Freshman With Disabilities Statistical Profile". the percentage of first year college students
who have indicated some type of learning disability accounts for 35% to 50% of the post-secondary college population. It is likely that the same problems exist in other countries.

LACK OF SERVICES FOR LEARNING DISABLED STUDENTS IN ENGLAND

In England, of the 27,000 schools ranging from nursery school through primary, secondary and independent schools, only five percent were listed as special schools as of January 1992. These 1352 listed schools represent private and independent schools as well as certain local school districts that recognize and meet the need for learning disability education through these national programs. Non-maintained special schools are run by voluntary bodies; they may receive some grant from the Department of Education for capital work and for equipment, but their current expenditure is met primarily from the fees charged to the local education authorities for pupils placed in the schools. Certain hospitals schools provide education for children who are spending a period in a hospital.

In 1993, England enacted "The Educational Act 1993, the Draft Code Practice on the Identification and Assessment of Special Educational Needs, a one hundred page document augmented by a twenty three page Draft Regulations on Assessments and Statements. The purpose of this Code of Practice, is to give practical guidance to Local Education Authority (LEA) and the governing bodies of all maintained schools on the discharge of
their functions under Part III of the Education Act 1993. But for the post high school students with learning disabilities, few options are available.

THE LYNN EDUCATIONAL ALTERNATIVE PROGRAM (LEAP)

Many of the college age students are facing a dilemma in response to the lack of availability of programs for students with special needs. One positive step in correcting this unfortunate situation is Lynn University's L.E.A.P. program. The Lynn Educational Alternative Program recognizes the growing demand for programs for students who are average to low average (IQ range) have learning disabilities and or require non-traditional learning techniques but who have the motivation and learning capacity to succeed. The L.E.A.P. program offers hands-on experience and individually tailored support services that will provide great benefit to these learning-disabled students and ultimately to the world they will serve effectively.

Lynn University has recognized and been responsive to a growing demand to provide programs for students who have learning disabilities and/or require non-traditional learning techniques, and who have the motivation and learning capability to succeed. Craig A. Michaels, in From High School to College: Keys to Success for Students with Learning Disabilities discusses the justification for combining special education
programs and vocational rehabilitation techniques. Combined programs can address problems specific to learning disabilities:

1. Academic problems including differences or lag in learning; deficits in basic academic skills such as reading, writing, mathematics, and spelling; communication problems in memory, attention, concentration and problem-solving.

2. Social-emotional problems including those attributable to underlying neurological disorders as well as those attributable to failure and frustration. Some of these problems include impulsivity, emotional liability, low frustration tolerance, low self-esteem, social imprecation, anticipation of failure, judgment difficulties, decision-making difficulties, difficulty with authority figures and peers, and an inaccurate perception of abilities as well as disabilities.

3. Vocational problems including those which stem from the basic academic deficits, those which are related to the unique learning style/disability, and those which are the result of the social-emotional factors described above. Specific problems might include unrealistic goals, insufficiently high aspirations or too low aspirations, career choices based on an inaccurate perception of the functional limitations imposed by the
learning disability, and difficulties in vocational training and placement.

4. Organizational problems, including those related to management of time and money, study and work habits, scheduling and organizing of the daily living environment.

Michaels goes on to say that "while many campuses offer general remedial programs, counseling, study centers, career services, vocational-technical curricula and support services for handicapped students, as currently designed, these programs often fail to meet the specific needs of students with learning disabilities." (p. 79)

The growing demand for programs for low average students with learning disabilities is evident at Lynn in the number of inquires received over the past three years. One out of every five calls are inquires from parents, educational consultants, and counselors concerned for this prototype of student and seeking degree programs to serve them. Three years ago, no inquires sought a degree program for the low average learning-disabled student. The few low average learning-disabled students who sought higher education/post secondary experiences have often attended such programs as the Threshold Program (non-degree) at Lesley College, or Landmark College (associate's degree) or Beacon College (licensed by SBICU to grant associate's and bachelor's degrees).
In a report to the New York State Board of Education Glines (1994) notes that "In intelligence classifications, low average learning-disabled students tend to fall in the I.Q. range of 80-89, with some students occasionally falling to the borderline 70-79 range (WAIS-R, Wechsler, 1981). (See Appendix A) "Typical" learning-disabled students who achieve successfully in mainstream college programs are those whose intelligence scores are in the 90-130 range. Since "LD adults have average to above average intellectual ability" (Vogel and Sattler,1993), it is the low average LD student who needs more than what mainstream LD college programs offer. They require sessions designed and taught by faculty familiar with concrete, multi-modality teaching approaches. The 1993 publication *Promoting Post Secondary Education for Students With Learning Disabilities* (Brinckeroff, Shaw, and McGuire) poses the problem of defining learning disabilities given the "heterogeneous nature" of this disabling condition. The text states that many, "including some college faculty, perceive anyone with a learning disability as having mental retardation" (p.81). It is imperative to differentiate between the two.

In admissions at Lynn University, the students identified for the LEAP program score only in the low average I.Q. range, but will still, like the above average LD students, "demonstrate several areas of significant difficulty and many areas of relative strength. Students with mental retardation often demonstrate many areas of difficulty and only a few isolated areas of relative strength" (Brinckeroff, et.al., p.82). The LEAP student will have an uneven profile, while the mentally retarded student's profile will be flat.
FOCUS OF LEAP

The LEAP Program emphasizes human services are activities and organizations that are of direct help to people, delivered in the fields of health care, mental health, social welfare, child care, criminal justice, housing, recreation, and education. Workers in these services provide assistance to those in need through organizations such as clinics, hospitals, nursing homes, agencies, bureaus, or other service institutions. (See Human Services in Contemporary America, pp. 6-8.) Workers in human services include support personnel who perform clerical kitchen, housekeeping, maintenance, and security work. In addition, these institutions require hospital and mental aides, child-care workers, and teacher assistants.

EMPLOYMENT OUTLOOK FOR LEAP GRADUATES

Where will LEAP graduates find employment? The purpose of the program is to prepare this specific population of students for work in the food service industry or within human service agencies.

Chefs, cooks, other kitchen workers, and food and beverage service workers (waiters, waitresses, bartenders, hosts, hostesses, dining room attendants, counter attendants, and fast food workers) held 6.8 million jobs in the United States in 1986. Job openings for chefs, cooks, and other kitchen workers are expected to be plentiful through the year 2000 and to increase faster than the average for all occupations during that period (D.O.T. Directory of Occupational Titles).
Nearly two-thirds of all chefs, cooks, and other kitchen workers worked in restaurants and other retail eating and drinking places. One-fifth worked in institutions such as schools, universities, hospitals, and nursing homes. The remainder were employed by hotels, government and factory cafeterias, private clubs, and many other organizations. Food and beverage service workers hold jobs in fast food organizations, fine restaurants, coffee shops, bars, hotels, other lodging places, bowling alleys, casinos, and country clubs. Vacation resorts offer seasonal employment.

Students seeking employment in the food service industry should be at least high-school graduates. In addition, they should have the personal qualities most employers look for: food and beverage service workers should be well-spoken, neat in appearance, able to deal with all kinds of people, have a pleasant disposition and a sense of humor. Good memory skills and basic arithmetic skills are useful. All of these are developed by Lynn's LEAP program.

Students in LEAP acquire basic skills in food handling, preparation, and cooking through the internships. They learn to prepare food, use and care for kitchen equipment, plan menus, purchase food supplies in quantity, and select and store food, as well as learn hotel and restaurant sanitation. Restaurant sites offer actual practice in front-of-the-house and back-of-the-house operations under the supervision of Lynn University Hospitality staff. In seminars and classes, learning-disabled students will
work toward improving those personal qualities important to their future careers, as well as acquire strategies for memory development, and math and computer skills.

DEVELOPMENT OF LEAP VIDEO

To construct an effective, comprehensive video market plan it is important to coordinate three key areas: content, distribution, and follow-up. A video's content is crucial. It must be general enough to interest enough prospects or clients to justify the cost of producing it, yet it cannot be so general as to bore, or talk down to, the audience.

The second important ingredient of a successful video marketing program is an effective distribution system. "The most engrossing, motivating videotape will be of no use to a company that cannot interest prospects in watching it, nor to a company that cannot get it in the hands of the sales representatives who want to use the medium in their sales presentation" (Sutton, 1992).

The third, a video marketing campaign must include aggressive follow-up. A video alone can no more sell a financial planning product or service than can a brochure or an advertisement. Sales representatives, as always, are the key elements of successful sales programs. In fact, prompt follow-up and immediate rapport may be even more crucial in a video sales marketing program.
In order to create the LEAP video, a pre-production stage must take place. During the planning of a storyboard I used this stage to give me a complete description visually and in written form of what I wanted to accomplish. The script is another important sounding board which allowed me to communicate more effectively with other people who were involved in the project.

The actual shooting of a video is the most critical part which took me several weeks. The shooting of the video helped, capture images that were needed to tell the story. The next step was to log all the footage which let me retrieve any possible shots for the final edit.

The post-production stage is the most exciting and creative aspect of producing a video. Post-production is the actual putting together of footage in an editing facility. This gave me the freedom to pull a number of different shot together and create the story. At this stage I added music, graphics and voice-overs to attract the viewers attention.

The whole process can take a great deal of time to pull together and involves input from appropriate personnel.
WHY VIDEO?

Investigating the various possibilities for marketing the LEAP program, it was my belief that video marketing would fully capture the essence of the program. The main objectives for the LEAP video was to express sight, sound, motion, and emotion while promoting the new and innovative program for challenged students.

What makes video work? Despite the drawbacks, the need for a VCR and for more dedicated time from the user than for print, as well as rising postage costs and often high production fees, more and more marketers are using video as a primary tool in their direct mail campaigns. Mailed video cassettes provide the same capabilities as print, but also have a powerful impact unmatched by other communications tools. According to a 1990 study by the University of Pennsylvania's Wharton School of Business, compared to print-video campaigns increase retention by 50 percent and speed buying decisions by 72 percent.

One example of a computer company that used video marketing to its advantage was Teradata. The company put together a short six minute video on the products it was marketing. The company was hoping for a 5% response to the 2500 direct mail packages that were sent out this past fall to the top-level executives of Fortune 500 companies. It wound up with about a 17% response. The campaign cost about $500,000, including duplication, packaging and mailing fees. It also included personalize letters
that cross-referenced the names of other executives in each company who had also received the mailer. President Jeffrey Goddard stated, "our goal was to devise a presentation that showed the quality of Teradata's computers and how they could serve as solutions to the day-to-day problems these executives face. It was like taking salesperson's best presentation and adding exciting graphics, sound effects and powerful narration" (Sutton, 1992). When a video is done correctly it can produce a powerful impact.

Lexus is another firm that used the videos as a marketing tool. Lexus wanted to draw attention to a new model sports coupe which it produced. Lexus hired a company to produce a five-minute video that featured a statement by designers of the car intercut with clips of the car being driven through various terrain's. The goal of the campaign was to build a styling and performance image and hopefully motivate visits to local Lexus dealerships. The response was exceptional. "Lexus, which spent about $200,000 for 50,000 cassettes, was pleased with its decision to go video. Calling the mailer "the most effective marketing and sales tool we have used to date to generate quality leads and close sales, company is developing similar campaigns for each of its models" (Sutton, 1992).

The Lexus Corporation and Teradata Company both have demonstrated the power of video as a marketing tool and how successful it can prove to be. Promotional video tapes have become something of a marketing revolution. Many firms have used brochures for meetings,
trade shows, retail outlets and mailing pieces to clients, to name but a few, and unfortunately they found that most of the expensive literature went into the waste paper baskets. Videotapes, you must watch and will hold a definite magnetism. It is estimated that about 90 percent of the videotapes that are run are viewed. A well produced video can work wonders.
METHODOLOGY

MARKETING THE LYNN EDUCATIONAL ALTERNATIVE PROGRAM

The Lynn Educational Alternative Program (LEAP) is affiliated with Lynn University and targets post-secondary students with learning disabilities. The program offers training in food service and human services with the goal of providing the necessary skills to learning disabled individuals to enable them to lead productive and independent lives. LEAP, located in upstate New York, has met with considerable success in its domestic marketing efforts and is now considering expanding its market overseas. The United Kingdom was chosen because of the common language and similar culture; students coming to LEAP from the United Kingdom will have fewer external obstacles to overcome than those coming from other nations where language and culture are more differentiated from the United States. In order to promote LEAP to the overseas market, a short video has been produced highlighting the program and its environment. This research outlines a promotional strategy for that video.

THE MARKET

Education in the United Kingdom has come under increased scrutiny and criticism in recent years ("Empire Building," August 28, 1993, p. 54) Much of this focus has been on elementary and secondary education with little attention paid to post-secondary schooling ("Trying," November 20,
1993, p.62). The concern focuses on preparing individuals for entering the workforce (Eglin, May 1994, p.14). Some pressure has come from industry groups who are seeking to better equip potential new employees for the workplace, while other pressure has been brought by educators and parents who want the students to be better able to compete. This emphasis comes about as the United Kingdom faces an increasingly global marketplace and when the government is increasingly unable to provide the services that large numbers of unemployed and under employed require. While the United Kingdom has limited opportunities for those students with special needs such as learning disabilities, there is a recognition that these needs should be met, at least at the pre-college levels ("Revising Hard," January 8, 1994, p.58). Given these markety conditions, a program such as LEAP that targets students with special needs with the express goal of better preparing them for the workplace shout meet with strong success.

TARGET AUDIENCE

There are two primary target audiences for the video, and an additional secondary audience. The two primary audiences are the education community and parents of those individuals with learning disabilities (it should be noted that while parents compose the bulk of the second primary audience, this audience also includes other family members or thoses financially responsible.
Those in the education community can "push" the video through the marketing process and help create demand for LEAP. Through their interaction with parents and other interested parties, these individuals will not themselves make the decision to enroll a student at LEAP, but they may exercise considerable influence on such decision makers.

Parents of students with learning disabilities are most likely to be those individuals making the economic decision to send a student to LEAP. In addition to the benefits that the student would receive, there are additional considerations that these individuals will take into account, including the effect on the student of being so far from home and in a foreign country, albeit one where the language and culture are very similar to the native culture. This audience will be making the decision whether to enroll a student in LEAP, possibly, but not necessarily, in conjunction with the student himself.

The secondary audience includes the learning disabled individuals themselves, who must be attracted by the video to be willing to pursue LEAP as an educational alternative. These individuals will "pull" the program through the marketing process by putting pressure on the economic buyer (the parent, in most cases) to pursue the program. Because of the cost considerations, it will be impossible for all but the most serious candidates to consider a trip to New York in order to visit the school before making a decision about attendance. The video can serve as a strong marketing tool form the aspect that it provides an accurate
depiction of the environment, students, community and staff without regarding the investment in time or money that an actual visit would.

**STRATEGIES**

Choosing the right strategies to promote the video is key to its success (Nickels, 1984, p. 179). With appropriate strategies, the video will reach those individuals and decision makers who can make the decision to enroll students in LEAP.

It is also important to remember that while the video is promoted as a separate entity, it is actually part of a much larger marketing program that includes other strategies. In order to be successful, the entire marketing program for LEAP must be carefully coordinated and seek common results (Nolan, 1965, p.35).

Several strategies will be used to achieve the best promotion of the video. To begin with, a direct mail campaign will target educators who work with students with learning disabilities. This campaign will use printed material to introduce LEAP and its overall strategy and will include the video (in European format) for viewing. This strategy is intended to reach the first component of the primary target audience.

In addition, advertisements for LEAP will be placed in magazines that target parents with a phone/fax number for readers to request a
video. This technique prevents blanketing the market with the video and helps qualify the leads that LEAP receives from this campaign. But requiring that readers take the active step of actually requesting the video, causal and those consumers who are not serious about the program are eliminated and LEAP saves the shipping costs.

LEAP will also strive to place stories with magazines and journals both in the educational and family/women's markets. These articles can profile the success that LEAP has had in its program and its expansion to the international market. In this way, the program gains credibility by having "straight" news stories. The video can be mentioned in these articles and readers can request the video based on information in these articles. This strategy is intended to attract most members of the primary target audience.

PUBLIC RELATIONS FIRMS

Although the strategies outlined above could be implemented from the United States without involving a local company, the program has a much greater chance of success if a public relations firm is hired in the United Kingdom. Of course, this company may have additional strategies not outlined here for the promotion of the video.

A public relations firm is much more familiar with the market and can provide assistance in finding the best placement for stories and direct
mail campaigns. In addition, the company could work with Lynn University to develop an advertising program that is tailored to the different culture and needs of the United Kingdom. This company would also be responsible for writing the profiles and success stories that would be placed in journals and magazines in the market. At the very minimum, a public relations firm would be able to edit the copy of these stories (which might be prepared in the United States) in order to make necessary changes to grammar and spelling. On higher levels, the company would be able to recommend specific directions that the various components of the campaign should take in order to have the greatest opportunity for success within the market. While LEAP professional are familiar with the needs of their students and the best ways to meet their needs, they are not public relations professionals, nor are they well-versed in how best to work in the United Kingdom.

In addition to knowing the variations in appeals and language, a local public company would also have the necessary contacts with the media to help make the promotional strategy successful. These relationships are critical to the success of the marketing program, but would be difficult to build form the United States. By using a company which is located in the United Kingdom, this process becomes much easier and builds on existing relationships.

The public relations firm may also be charged with maintaining a master of the video and having copies made on an "as needed" basis. This
would ensure that the copies are in the appropriate format, and would also keep shipping and transportation costs low. Fulfillment would also be expedited since the orders would be filled locally rather than from the United States.

**THE FUTURE**

Once LEAP has made inroads in the United Kingdom, that success can be leveraged to attract students from other parts of Europe. The difficulty with this strategy is that students might be forced to overcome a language barrier in addition to whatever other learning disabilities they might have. However, LEAP considers this a market that is worth pursuing given the prevalence of English as a second language in many European countries.

The strategy in other European countries would follow essentially the same strategy as that of the United Kingdom. A single pan-European public relations firm could be used, since this would eliminate having to re-educate the company as to LEAP's program, or separate companies could be engaged. Regardless of how this is eventually broken out, it is vital that a company with local contacts and knowledge of the local market be utilized for maximum benefit.
CONCLUSION

Successfully promoting the LEAP video will help the school attract and retain students from the United Kingdom. In a few years, the school can actively pursue students from other parts of Europe and the rest of the world based on its experience with these first international students. In order to be successful, the video will be targeted at educators and parents of individuals with learning disabilities, although the students themselves will form an important secondary target audience.

Will the exception of a direct mail campaign targeting educators who work with students with special needs, videos will only be sent when requested. This will keep shipping costs lower and will ensure that some preliminary qualification has occurred before the videos are sent.

A public relations company will be retained in the United Kingdom to oversee the specific promotional strategies and to serve as liaison between the media and Lynn University in the United Kingdom. This company may also be charged with duplicating the video in Europe in order to keep production and transportation costs low, and to ensure that the tapes are compatible with the European standards.
Intelligence Classifications*

<table>
<thead>
<tr>
<th>Classification</th>
<th>IQ Range</th>
<th>Percent of Individuals with Same Classification</th>
<th>Percent of Individuals with Same or Lower Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Superior</td>
<td>130 and above</td>
<td>2.3%</td>
<td>100%</td>
</tr>
<tr>
<td>Superior</td>
<td>120-129</td>
<td>6.9%</td>
<td>97.7%</td>
</tr>
<tr>
<td>High Average</td>
<td>110-119</td>
<td>16%</td>
<td>90.8%</td>
</tr>
<tr>
<td>Average</td>
<td>100-109</td>
<td>49.6%</td>
<td>71.8%</td>
</tr>
<tr>
<td></td>
<td>90-99</td>
<td></td>
<td>50%</td>
</tr>
<tr>
<td>Low Average</td>
<td>80-89</td>
<td>16%</td>
<td>25.2%</td>
</tr>
<tr>
<td>Borderline</td>
<td>70-79</td>
<td>6.9%</td>
<td>9.2%</td>
</tr>
<tr>
<td>Mentally Deficient</td>
<td>69 and below</td>
<td>2.3%</td>
<td>2.3%</td>
</tr>
</tbody>
</table>

*This table is adapted from Table 9 on page 28 of the WAIS-R Manual (Wechsler, 1981).

Comparison of Verbal and Performance IQs

If the Verbal/Performance difference is less than 10 points, check box (a).
If the Verbal/Performance difference is 10 points or greater and the Verbal IQ is higher, check box (b).
If the Verbal/Performance difference is 10 points or greater and the Performance IQ is higher, check box (c).

(a) [ ] Verbal/Performance IQs are not significantly different.
(b) [ ] Verbal IQ is significantly higher than Performance IQ.
(c) [ ] Performance IQ is significantly higher than Verbal IQ.

Note: A difference between the Verbal and Performance IQs is considered significant if it could occur by chance about no more than 5 percent of the time.
ANNOTATIVE BIBLIOGRAPHY


The valuable information in this book discusses judicial and legal foundations of services for students with learning disabilities at the college level and extends to the recently enacted *Americans With Disabilities Act.* Important emphasis is given to the psychosocial problems these students experience in the college setting, with accompanying recommendations for helping them make appropriate adjustments.


Roger Elgin, associate business editor of the *Sunday Times,* writes that although British leaders (including the prime minister and the Liberal Democrats) stress the importance of education, the system itself is foundering and the politicians are capitalizing on a popular topic. His article focuses on the skills not of those entering the workforce, but on the skills those who are already in the workforce, which (according to studies he cites) are sorely lacking. Eglin calls for a shift in focus from training the cultural elite to training the "masses" in the skills they will need for everyday tasks on the job, a task which LEAP is itself undertaking.
The British use a standard examination, called the GCSEs, as a way of measuring how its student population is doing. In recent years, the exam scores have increased, although there is some debate among government officials over whether the increase is due to better education, or if the scale itself is being lowered. Regardless, this article goes on to examine the role of British GCSEs exams abroad. The British market the exams to number of other countries for use in their school systems, and have worked with still other countries to develop their own standardized testing. The influence of the British education system is making itself felt in a number of nations.


The Fourteenth Annual Report To Congress expands access beyond the campus and into the private sector. Disability support staff need to be knowledgeable about the act and its requirements concerning the availability of accommodations or auxiliary aids in employment, transportation, public accommodations, state and local governmental activities and communication.


Documentation that seeks approval of the Board of Regents of the State of New York for two innovative degree programs which will serve qualified but seriously undeserved learning disabled students at the University’s Old Forge Campus in Herkimer County, New York.

Discusses the justification for combining special education programs and vocational rehabilitation techniques. Combining programs can address problems specific to learning disabilities: Academic, Social-Emotional Vocational, and Organizational Problems.


At the time that Nickels put together this book, videotape was just beginning to come into its own as a medium for marketing communication. This work focuses primarily on traditional forms of communication, but emphasizes the importance of understanding a specific medium and taking full advantage of those media which can reach the largest number of qualified buyers. While the LEAP project differs from the focus of the book in that an institution is being marketed rather than a project, the principles that the author outlines can be adapted and applied to this situation with little effort. The author emphasizes the importance of using marketing communication not only as a selling tool, but as a way to keep the public informed about a company’s presence and opportunities so that when a buying decision is called for, the company is the one that comes to mind.


Nolan and Warmke address the fundamentals of marketing and sales promotion. Although written before videotape became a popular medium for advertising and promotion, the basic approach to marketing strategy that the authors outline remains relevant in today’s business environment: know your consumer, know the product, know the competition. With this information, marketers can put together a program designed to capitalize on the strengths of a product and the particular needs of the market at a specific time. By continually re-evaluating the market, the product and the results of a particular marketing campaign, a business can improve its long-term performance.
The British education system found itself in a beleaguered state at the beginning of 1994, with calls for reform, a stricter adherence to the "basics," and conflicting demands for special education. Initiatives addressed a wide variety of issues at this time, including school uniforms, the elimination of progressive schools, the reduction of the national curriculum for primary students by one day per week. The government opted to increase the variety of secondary schools available to students, offering a broader spectrum of topics, and new schools can now be funded by special interest groups such as parent, religious groups or business organizations. The result is a more diverse approach to education than the country has seen in the past.


Presents suggestions for assessing on-the-job skills of students with learning disabilities. Issues examined include employment outcomes of individuals with learning disabilities and defining vocational evaluation (VE) in special education. VE tools available to special education are paper-and-pencil test, performance tests, work samples, and situational assessment. VE outcomes for learning disabled students demonstrate how VE is descriptive of the student and instrumental in career decision making, vocational training, and job placement.


The book will survey and analyze the theoretical concepts and principles upon which human services practice and operate.

The novelty of videotapes and the innovative ways in which they can be used to attract and influence viewers can help sales representatives spark the interest of customers they may not otherwise reach. The article talks about Teradata, a company that makes computer database systems and the car company called Lexus and how they used videos as a marketing tool.


The Tenth Annual Report To Congress was an updated information and requirements concerning the availability of accommodations or auxiliary aids in employment, transportation, public accommodations, state and local government activities, and communication.


Civil rights statute that provides equal access and reasonable accommodations for “otherwise qualified: college students with disabilities. In recent years, case law and decisions by the Office for Civil Rights based on Public Law 94-142 have provided the impetus for 4-year colleges, graduate schools, and professional schools to revise admission policies, provide accommodations, and develop support services.


The study examines services and needs of learning disabled students at the post secondary level. Statistics are given showing that many learning disabled students do seek post secondary education. Problems of definition and identification at the post secondary level are noted.
Competition for future jobs will be based as much on education as on economic might, according to this article, and will occur on a global scale. Those countries which have made strong commitments to their education policy will be at a distinct advantage; there is concern that Great Britain will not be among these. The article examines various techniques that have been implemented in countries form Singapore to France, and calls for improved innovation within the British system in order to keep up with the competition from elsewhere.


The purpose of these regulations is to ensure that all maintained schools—both self-governing (grant-maintained) and Local Educational Authority maintained—offer support service to pupils with documentation.


An in-depth study on issues and concerns in learning disabled college programming. Also provided you with everything you need in order to initiate or refine college programs for students with learning disabilities.
RESEARCH MATERIALS


