

we conduct our actions based to a large extent

Billy was, because he never spoke and one was never quite sure whether he was listening. At sixteen, Billy could summon incredible strength when he was frustrated or disrupted in his daily routine. He was continually destroying his clothes, reaching down to his pant cuffs and ripping them up the seams, tearing shirts and pulling tongues from shoes. When he started a low growl it was usually an indication that a door was going to be ripped off its hinges, or a clock torn from a wall. Billy had even dragged a ground level air-conditioner out of its frame, damaging it considerably. So it was with trepidation, that one day, hooked up to a lounge T.V. through an RF



adaptor, I aimed the camera at Billy and flipped off the lens cap.

When Billy saw himself on T.V. he shrieked and ran down the hall. He returned eventually, peeked out from around the corner, saw himself peeking on T.V., laughed and came closer to explore. Soon he just sat down in front of the T.V. and grooved on his image. George, his counselor, took a pillow from the couch and with Billy watched real-time pitch and catch on T.V.

In viewing the tape some weeks later, a group of staff members discovered video

replays were a fine way to see themselves in action with the residents. How was Billy to know what to throw and what not to throw if George, his counselor, was grabbing furniture pillows and winging them around the lounge? A valid point, but certainly not my reasons for taping Billy. Nevertheless, the utility of video was proven and established a foothold at the grass roots with the counseling staff and if they were digging it, I was confident that eventually that feeling would filter up.

At the day school, using this evaluative procedure, I would shoot 1/2 to 1 hour of tape of teachers handling classes of ten to fourteen retarded kids. Screenings with the principal, the teacher and myself were held at the end of the day. For weeks I sensed a "What the hell is he doing in my class" attitude and the resentment toward me was thick. I didn't say much during the replays. The evaluation was to be between the principal and the teacher so I played technician. As the weeks went by, the teachers realized, in viewing their tapes, shot over the course of the day, that I was picking up on the right things; situations where it was a matter of opinion which way to go, unnoticed excelling performances by the kids, disregarded, blatant and disruptive behavior. The evaluation procedures became an acceptable vehicle for improvement and helped the teacher, principal and me in focusing in on specific problems.

At the sheltered workshop, video tape replays were used by the director to evaluate the efficiency of assembly tasks. It could have been worse. In Toronto, they use video replays in sheltered workshops to increase production by Big Brothering the camera with remote control then playing back the images at the end of the day saying, in effect, "See, you were slacking off." Our residents knew they were being