

you!

We are trying to make JPT responsive to the needs of both practitioners and researchers. If you have questions, suggestions or comments, please don't hesitate to call or write:

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If you are a professor or instructor and would like to use JPT in your college course, remember the subscription rate for full time students is \$8.00 per volume. Sets of Volume I and II are still available. They can be combined into a two-volume set for \$16.00. If you haven't already done so, ask your library to subscribe to JPT.

If you are a teacher, counselor, therapist or principal, ask your school to subscribe to JPT and put it in the staff lounge.

A special thank you goes out to the following people for serving as guest editors:

Terry McManus and Greg Yardley
Capital City High School
Topeka, Kansas

Julle Livesay and Linda Divaio
Orange County Public Schools
Orlando, Florida

Karen Neufeld
Tabor College
Hillsboro, Kansas

Christine Salisbury
State University of New York
Binghamton, New York

Peggy Newman
Worcester State College
Worcester, Massachusetts.

For those of you who are new to Precision Teaching, the following is a list of books available for use as texts, training manuals or resource materials:

Handbook of the Standard Behavior Chart
by Pennypacker, H. S., Koenig, C. H., and Lindsley, O. R.
Precision Media
Box 3222
Kansas City, KS 66103

Exceptional Teaching (2nd. Edition)
by White, Owen, and Haring, Norris
Charles E. Merrill Publishing Co.
1300 Alum Creek Drive
Columbus, Ohio 43216

Teaching and Learning in Plain English
by McGreevy, Patrick
Plain English Publications
P.O. Box 7224
Kansas City, Missouri 64113

Elementary Principles and Procedures of the Standard Behavior Chart
by Koorland, Mark, and Martin, Mitchell B.
Odyssey Learning Center, Inc.
2630 N.W. 39th Avenue
Gainesville, Florida 32601

Strategies and Tactics of Human Behavioral Research
by Johnston, James M., and Pennypacker, H. S.
Lawrence Erlbaum Associates, Inc., Publishers
365 Broadway
Hillsdale, New Jersey 07642

Classroom Application of Precision Teaching
by Lovitt, Thomas C. and Haring, Norris G. (editors)
Special Child Publications
4535 Union Bay Place N.E.
Seattle, Washington 98105

Precision Teaching, An Initial Training Sequence
by Kunzelmann, Harold et al.
Special Child Publications

The following conference is coming up in September. A number of precision teachers are planning to attend:

**CONFERENCE ON BEHAVIOR ANALYSIS
IN EDUCATION**
SEPTEMBER 16-18, 1982
Ohio State University
Columbus, Ohio

For more information, contact: Dr. Jeffrey R. Herold, Associate Director, Office of Continuing Education, 2400 Olentangy River Road, Columbus, Ohio 43210, (614) 422-8571.

CURRICULUM

Marie Eaton and Peggy Albrecht

Susan Thomsen at the Mississippi Bend Area Education Agency in Clinton, Iowa, wrote to describe a curriculum which she and Dave Schoemer have devised for Communication Aides to use with students who have mild articulation and language disorders.

As a Speech Clinician with Mississippi Bend Area Education Agency in Clinton, Iowa, I have been using Precision Teaching for about three years with preschool and elementary children mainly for language and articulation.

Currently our agency has Communication Aides (about 12 in Area #9) and they work with mild articulation and language cases under the supervision of a clinician. Dave Schoemer and I have evaluated the articulation program using Precision Teaching and have data to show that the Echo Articulation Program, which the Aides have been using for several years, is:

lock step
too easy
doesn't program for carryover
teaches accuracy without proficiency
only allows the Aide to work on one sound at a time.

So, we have been experimenting using Precision Teaching with one of the Communication Aides this Spring. I arranged the hierarchy for articulation learning from isolation to conversation. Pre-testing allows the Aide to start the child at the appropriate step on the hierarchy and through sampling daily, she knows when to make a change. We've also programmed for carryover by including a daily 5-minute question and answer sample and a 5-minute conversation sample once a week.

I'm including a sample Aide Chart (see Chart 1) with articulation data. This one happens to be for the r sound. The assessments include:

1. A one-minute see/say sentence sample from 20 pictures containing the target sound. The aim is 30-35 sentences per minute.
2. A 5-minute hear/say answer to questions containing the target word. (We don't yet have an aim for corrects, but our goal is one or no errors in 5-minutes at this time.)
3. A 5-minute conversation sample per week. Our aim is one or no errors during the 5-minute sample.

Once the child reduces errors in the two 5-minute tasks, the child is put on Provisional Release after the parents are given a probe and home program and the

classroom teacher is given some suggestions for carryover in the classroom.

We're getting the data together now and have been asked to train all of the 12 Communication Aides to use Precision Teaching next fall. We're also working on a language program for the Aides to use based on Precision Teaching. We're hoping to accumulate some interesting data.

A group of about 12 Clinicians from AEA #9 has formed a Task Force and we're just completing task analyzing hierarchies for articulation, syntax, morphology, vocabulary and concepts. We've also been sampling normal 2nd and 3rd grade children to establish proficiency standards for 12 pinpoints. We're going to have this available for the staff in the fall.

We're planning on pulling as much of this information together as we can in order to write a manual on daily assessment and data-based decision making through Precision Teaching for Speech and Language Clinicians.

Due to the lack of speech and language probes, I've marketed a book of 100 probes with 20 pictures per probe through LinguSystems, Inc., Suite 806, 1630 5th Avenue, Moline, Illinois 61265. It's called **SPARC: Stimulus Pictures for Assessment, Remediation and Carryover**. The probes cover articulation, syntax, morphology, vocabulary and concepts.

Susan also mentioned that she and Dave run workshops for speech clinicians which include:

1. Advantages of continuous assessment.
2. Advantages of rate as a measure (accuracy vs. proficiency).
3. How to use the Standard Celeration Chart.
4. Stages of learning and learning pictures.
5. Data-based decision making.
6. Task analysis.
7. Setting proficiency standards.

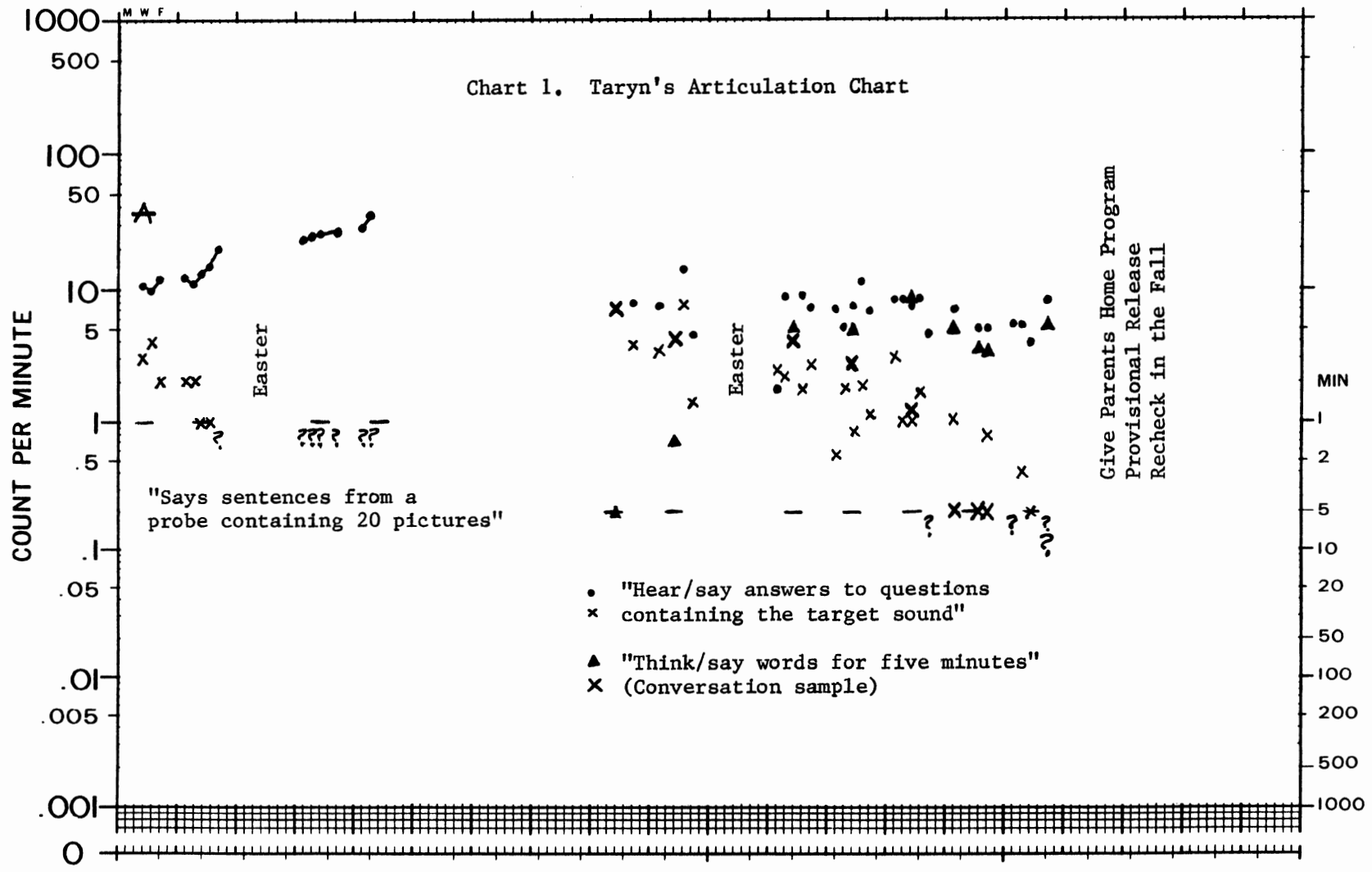
The workshop ranges from 1-1/2 days to 3 days depending on the depth and amount of information presented. They also have presented a 2-hour overview of the advantages of Precision Teaching for Speech Clinicians.

Anyone interested in either the curriculum or workshops can contact them for more information:

CALENDAR WEEKS

21 Apr 82
 DAY MO YR

21 Apr 82
 DAY MO YR



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Thomsen, Susan and Schoemer, David. CURRICULUM COLUMN. *Journal of Precision Teaching*, Volume III, Number 2, Summer, 1982.

D. Schoemer	S. Thomsen	S. Thomsen	CALENDAR DAYS		Taryn	8	says "r" sound	
SUPERVISOR	ADVISER	MANAGER			BEHAVIOR	AGE	LABEL	COUNTED
Mississippi	Bend Area Education Agency	Clinton, Iowa	Sander		S. Thomsen			
DEPOSITOR	AGENCY	TIMER	COUNTER		CHARTER			

Susan Thomsen
Dave Schoemer
Mississippi Bend AEA
2604 North 4th Street, Building 8
Clinton, Iowa 52732
(319) 242-6454

or

Susan Thomsen
209 5th Avenue
Camanche, Iowa 52730
(319) 259-1854

Thanks to Susan for sharing her information. Anyone else who is excited about what they are doing in either teacher training or curriculum development, please write to:

Marie Eaton
Department of Education
Western Washington University
Bellingham, WA 98225

or

Peggy Albrecht
Department of Educational Administration
Kansas University—Bailey Hall
Lawrence, Kansas 66045.

and we'll try to pass on the information to the readers of JPT.

HABILITATION/REHABILITATION

Carl Binder and Charles Merbitz

At the Merrimack Special Education Collaborative (MSEC) in Chelmsford, Massachusetts, therapists of various disciplines have been using the Standard Celeration Chart for a number of years. Under the leadership of Jim Pollard, the program's director, all educational and therapeutic efforts have been Chart-based. Linda Burgoyne, Speech Therapist, Cathy Connors and Sally Siciliano, OTR's, and Sue Imbiglio, RPT, have worked with teachers at the center to create a truly transdisciplinary data base.

A great deal of energy at MSEC has been devoted to the development of 5-10 day diagnostic assessment procedures across all disciplines. Analyzing communication skills, fine motor skills (including ocular motor and oral motor), gross motor movement, and all kinds of self-care and academic skills into sets of elements, the MSEC staff conduct brief (usually 15 or 30 sec.) timings on each of a set of skills for 5 to 10 consecutive school days. (In fact, Jim Stirling, MSEC's highly skilled assessment specialist, actually conducts most of the timings.) On the basis of celerations, and comparisons between skilled performance standards and clients' performance levels, the therapists are

able to pinpoint appropriate therapeutic objectives and provide extremely fine-tuned information to teachers, parents, administrators, etc.

The development of precision diagnostic assessment at MSEC led to the opening of the Merrimack Diagnostic Assessment Center in June. The center offers a variety of assessment and consultation services and competes directly with such prestigious, but comparatively primitive assessment services (e.g., checklists and categorical diagnoses) as are offered by Children's Hospital in Boston and other more medically oriented facilities. If it "sells," MSEC's assessment service could represent a major step forward in the habilitation/rehabilitation field.

For further information contact:

Jim Pollard
Merrimack Assessment
and Diagnostic Center
101 Mill Road
Chelmsford, MA 01824
(617-256-6254)

COMPUTERS

**William Working, Stephen Graf,
and John Eshleman**

At the 1982 Association for Behavior Analysis meetings in Milwaukee, there were several sessions devoted to merging technologies. One addressed the issues involved in merging PT and DI (Direct Instruction). In another, Lindsley pointed up some of the things he is doing about merging PT and microcomputer technology. Our column this time describes some of the experiences of using five Atari 800 microcomputers in the Gainesville Academy—a private K—12 school in Florida. Elizabeth Nancarrow and her teaching staff have taken the first steps in what is probably a long road toward using both PT and microcomputer technology to maximize both student and teacher learning and achievement.

The Atari's were installed in the school last fall. They form a small network that accesses two disk drives and an Epsom MX 80 printer. One of the first decisions facing you when you get microcomputers, is where to put them. Gainesville Academy put all of the micros in a small alcove beneath the stairway by the main school entrance. The alcove has a window on one wall, giving pleasant lighting. All five computers are close together facing a wall 90 degrees from the window. There are no separators between computers, so the children may talk with each other freely and look at the