

containing the target sound in the initial, medial and final positions.

AIM: 45-55 words per minute with 1 or 0 errors.

Subtasks:

A. Words—Initial

B. Words—Medial

C. Words—Final

D. Words—Imitation—one minute task.

Student repeats picture names 2 times each after the instructor.

AIM: 70-80 words per minute.

E. Syllables—Initial—30 second task.

Student says target sound plus vowel over and over.

AIM: 45-55 syllables per 30 seconds.

Subtasks:

A. Syllables—Medial

B. Syllables—Final

C. Syllables—Imitation—30 second task.

Student repeats cv syllables 2 times each after the instructor.

Level 1 ISOLATION--30 second task. Student says target sound over and over.

AIM: 90-120 sounds in 30 seconds.

Subtask:

Isolation imitation--30 second task. Student repeats sound after instructor.

AIM: 60-80 sounds in 30 seconds.

Optional--Auditory Discrimination -- one minute task. Instructor points to target sound picture and pronounces correctly or incorrectly. Student judges correctness by saying "right" or "wrong."

AIM: 25-30 responses per minute.

The AIMS for all these speech and language pinpoints may be too high for kindergarten and first grade students or children with motor, auditory discrimination or processing difficulties. AIMS may be too low for older children. Adjust AIMS accordingly.

David and Susan have been instrumental in developing activities to use Precision Teaching to measure speech and language growth for children. They recently published an article in the **Journal of the Iowa State Speech Language and Hearing Association** called, "Precision Teaching: An Approach for Measuring Progress." This article appeared in the July 1982 Volume of this **Journal**. Anyone who is interested in further information on the use of Precision Teaching in the speech and language areas could write to David and Susan at the Mississippi Bend Area Education Agency, 2604 North 4th Street, Clinton, Iowa 52732.

If there are any other practitioners of Precision Teaching who have developed proficiency

standards in unusual and diverse areas, I would appreciate hearing from them. This column might be an appropriate avenue for disseminating that kind of information to others in the field. I would also be interested in hearing from those of you who are working on curriculum development for the use of Precision Teaching with higher level skills.

PRESERVICE AND INSERVICE TRAINING

Peggy Albrecht and Marie Eaton

Systematic Instructional Management Strategies (SIMS) Project

The SIMS Developer/Demonstrator Project of the National Diffusion Network provides inservice teacher training to interested school districts throughout the United States.

SIMS began in 1972 as an elementary program for severely learning disabled students; and the following year, the project expanded to a junior high site. Since teachers requested information about the methods and materials used at the Centers, SIMS applied for a Title VI-G grant and became a Child Service Demonstration Center in 1975. From 1975 to 1978, the Demonstration Center staff developed the SIMS Reading and Written Language Curriculum, developed inservice training materials, and provided inservice training to Minneapolis and suburban teachers. Evaluation data were collected from those teachers who were trained. In 1979 the Project was validated by JDRP, and later became part of the National Diffusion Network. Since that time, SIMS has trained more than 800 teachers and administrators in at least 12 states.

The SIMS Developer/Demonstrator Project provides two-day training workshops and one pre-planning day. The Project also provides technical assistance in the form of six and twelve week chart reviews, telephone conferences, summary letters, and follow-up on-site training, if requested.

The adopter district provides transportation and per diem costs of the trainer, and curriculum materials. The district also agrees to submit charts and test scores for the on-going evaluation of SIMS.

The SIMS workshop trains teachers to:

1. Use a discrepancy model for solving performance problems.
2. Use the SIMS Reading and Written Language Program to increase the rate at which learning disabled students acquire the basic coding skills.

3. Assess students using the SIMS Concept Assessment.
4. Use direct teaching strategies to maximize learning.
5. Use continuous monitoring systems to provide feedback to teachers, students and parents.
6. Use data decision rules to determine when to make instructional interventions.
7. Interpret evaluation data to determine program effectiveness.

Information concerning training or curriculum materials may be obtained by contacting: Karen Nelson, SIMS Coordinator, or Mary Keithahn, SIMS Trainer.

SIMS Developer/Demonstrator
1501 Aldrich North
Minneapolis, Minnesota 55411
(612-529-4189)

COMPUTERS

**Bill Wolking, Steve Graf
and John Eshleman**

Fall, the feel of crisp air and time to try new things and start new projects. We'll tell you about two programs this time. Maybe you will feel like trying one or both to help you accomplish some of your PT goals for the Fall. Both programs are new. One is a big commercial package designed to enable an Apple micro to take much of the paperwork out of Precision Teaching. The other is a short program, free and designed to turn a model I, III, or IV TRS-80 into an electronic behavior counter and cumulative recorder. You programmers will be able to revise it to make it work on the Apple II's.

Many of us have seen or used programs that accept frequency data and display and/or print some approximation of the Standard Celeration Chart. Three such programs have been used in the north Florida area for the past several years. There is one for the TRS-80 machines, one for the Apple II machines, and one for the Atari 800. They all seemed great at first and yet none of them have ever "caught on." There must be something wrong. Whatever the case, Ted Hasselring and Carol Hemlett and a small publisher in Portland, Oregon have taken a flyer at a commercial program to take the paperwork out of Precision Teaching. What follows is taken from an advertisement and is not based on first hand use of the program. Our purpose here is to alert JPT readers to the existence of the program and its functions.

AIMSTAR is the name of this program. It is described as user friendly, requiring "no special

skills or training to use." One may not take this too literally, since a tutorial disk is included with the package. The purpose of the program seems to be to provide a rather broad base of support functions for data-based teachers and clinicians, including counselors, speech therapists, and itinerant service providers. The ad suggests that AIMSTAR will take the drudgery out of daily data recording and charting. It will also fit celeration lines and do most of the arithmetic computations PT'ers want done. Finally, it is supposed to "greatly aid in decision making." All sounds good. No mention is made of whether the program is used by the learner. It would be a shame to lose that interface.

Unique features of AIMSTAR include:

1. draws charts that simulate the standard six-cycle behavior chart or adjusted charts with fewer cycles (1, 2, or 3);
2. draws behavior charts with time spans of 30, 60, 120 or 270 days;
3. has a Help function which displays an AIM rate, a pointer, and an "exact value data point."
4. provides a "line of progress" which provides the learning trend line for the most recent six days of data;
5. has a "print chart" routine;
6. tracks each program component--such as skill name, program, aim date, aim rate, program objective, antecedent, correct and incorrect pinpoints, and consequences for correct and error movements;
7. increases teacher instructional time and decreases the data collection and data management time.

That's an impressive list of functions. It will be interesting to see how they work. The package includes 1 master diskette for Apple II, II+, or IIe; 1 backup master; 1 tutorial diskette, and 1 Users Manual. The price is \$195.00. It is available from: ASIEP Education Co.; Dept. A4; 3216 NE 27th Ave; Portland, Oregon 97212.

If you have a model I, III, or 4 TRS-80 computer and a joystick, you may use this program to count up to four separate behaviors simultaneously and to get a print out of the counts by any unit of time you select. This short program makes counting and recording several behaviors at once easy. A joystick is used to input behavior counts. Instructions for users are included as an early segment of the program.

When you start this program you enter a name for the four behaviors to be counted and select a reporting interval. Behavior counts are displayed on the screen as soon as you move the joystick in an up, down, or sidewise direction. At the end of each interval a summary of counts