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Chart-sharing

MONITORING COLOR NAMING

Susan Thomsen

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Kris was referred to me by his classroom teacher 2 days after beginning kindergarten. Kris qualified for therapy with numerous articulation errors and language deficits. One of Kris' first objectives was to learn color names. Since knowing color names is an important kindergarten skill, I didn't want to spend all year teaching one color name at a time.

We started with a see/say probe with 35 circles and I randomly colored the circles the 8 basic colors. Kris was instructed to name the colors for 1 minute and to skip the ones he didn't know. Our data was flat, no learning was taking place and we were both confused(see Chart 1). I decided that the circles were too abstract, that Kris really didn't understand the concept of color, and that he wasn't going to learn the color names unless we made some changes.

We constructed a new probe with 8 pictures selected by Kris and colored each picture a basic color. Kris was instructed to say a

color sentence about each picture (i.e., The apple is red. The pumpkin is orange.). Therapy was directed toward identifying the basic color of the meaningful objects and pictures, and practicing through imitation of the probe color sentences. Kris learned the color sentences, and the concept of color was finally making sense to Kris and me. I could see it on his chart and his face.

Next we stepped up to the original see/say color names probe. Within 7 charted days Kris was naming colors proficiently.

Our final phase was to step-up to a 5 minute generalization (carryover) activity. Kris was asked to tell me the name and color of objects picked from a box randomly. After 4 days, Kris could perform this task at a smooth pace with no hesitation.

We both learned from Kris' chart. Kris learned his colors and I learned the value of using meaningful material when teaching and continuing to let my students talk to me through their charts.

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STUDY METHODS IN GRADUATE SCHOOL

Lori Korinek and Bill Wolking

University of Florida

The purpose of this article is to share data from one student who used three different study methods to prepare for a final comprehensive written examination in a graduate level special education(mental retardation) seminar. Each study method was used to prepare for a specific topic covered in the seminar. The study methods and topics were: (1) rereading 1-2 page abstracts dealing with various conceptualizations of mental retardation; (2) writing and rereading an essay comparing and contrasting ten authors' perspectives on mainstreaming; and (3) reviewing and taking a daily timing on flashcards, with author names and publication dates on the front and with 2-3 relevant facts or ideas about observational learning from the respective authors on the back of the cards.

Many Precision Teachers endorse the use of flashcards and timings(SAFMEDS) as a highly effective learning tool. Bower and Orgel (1980) documented the effectiveness of SAFMEDS with college students.

About PT

NOTES FROM THE EDITOR

Patrick McGreevy

A multi-element design was used to compare the three study methods and corresponding topics. The dependent variable was think-say ideas or facts about the topic during a one minute timing. Two timings were conducted daily on each topic. The timings were followed by approximately 20 minutes spent studying the topic. The study time was equalized at the end of each week.

Each data point on Chart 1 represents an average of two daily timings on think-say ideas about the topic. Notice that the data for each study method and topic are concurrent. As evidenced by the initial data points, the student possessed approximately equal entry-level knowledge about each topic.

Chart 1 indicates that the student's learning with the flashcard method of study and the topic of observational learning was superior in terms of the celeration for both corrects (x2.5) and incorrects(/2.7). The student's final performance under this same condition was again superior in terms of both accuracy (x17) and fluency(17 corrects/ min.). It is important to note, however, that the student's learning and final performance were only slightly less with the essay method of study and the topic of mainstreaming. On the other hand, the student's learning using the flashcard method of study and the topic of observational learning was superior to that demonstrated using the abstracts method of study and the topic of conceptualizations of mental retardation in terms of the celeration for both corrects and incorrects by a factor of x1.7 and x1.8(celeration multipliers), respectively. This same superiority was observed in final performance, in terms of both accuracy(x2) and fluency(x2)[frequency multipliers].

These findings suggest that, for this student, simply rereading abstracts, a traditional method of study, was not as effective as saying author-fact flashcards or writing and rereading an organized essay. Replications with additional students and topics will determine if the observed relationships maintain across subjects and content.

Reference

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I would like to encourage all of you to submit Chart-sharing articles and manuscripts to JPT. Consider the possible benefits for children of your sharing a successful intervention with our readers. The cost is several hours of your time. If it takes you four hours to prepare the article and four children are helped, the cost-benefit ratio is one student helped/one hour spent. I would like to suggest that this is an effective, efficient, and loving way to spend time.

Also, help your teachers, and (yes) even the children, prepare articles. Remember, most of the discoveries of Precision Teaching have originated with a suggestion from a classroom teacher and with a child's chart. An article prepared and submitted by a child would receive the immediate attention of the editorial board.

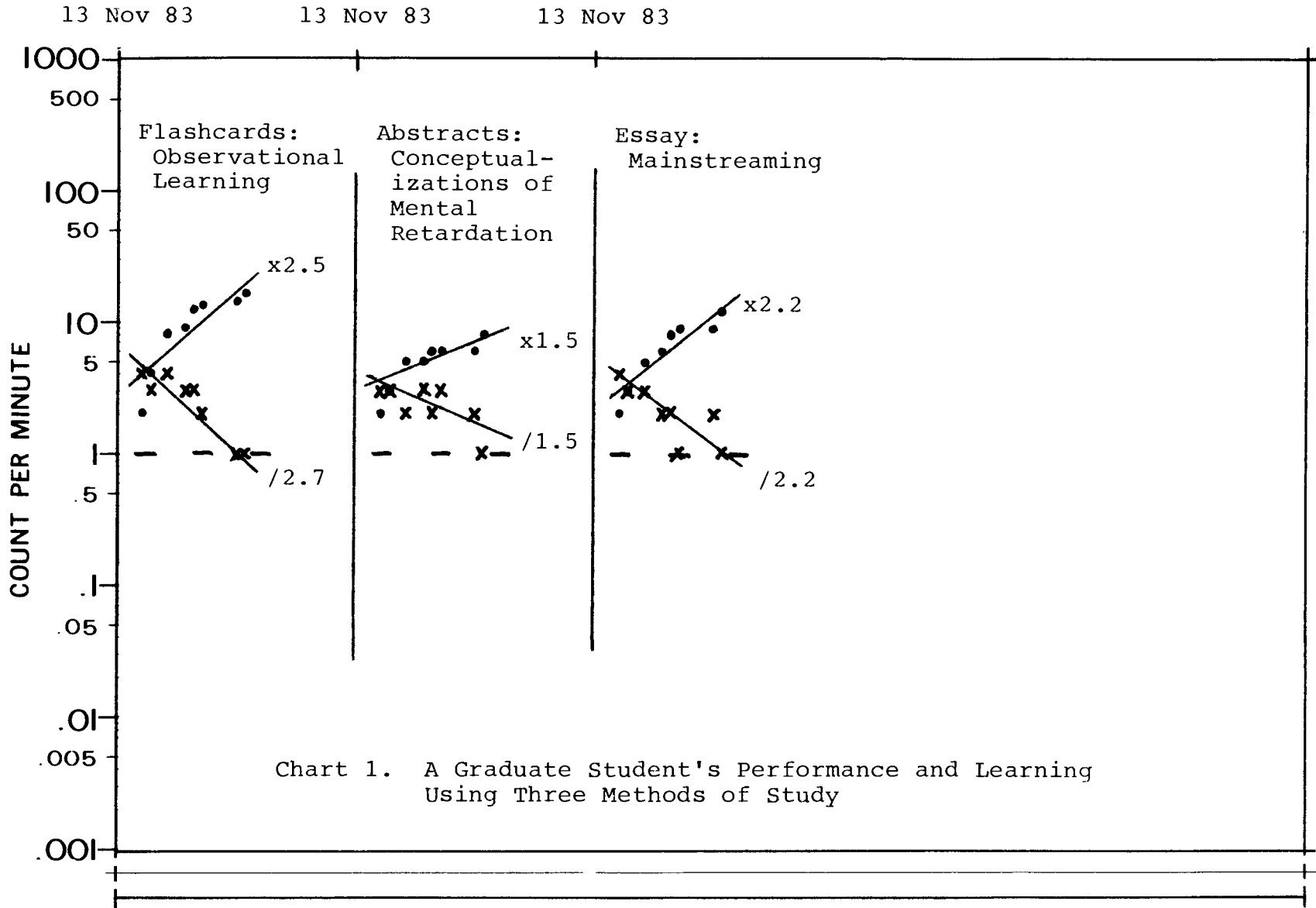
Information on the Fifth International Precision Learning/ Precision Teaching Conference is included in this issue. I strongly encourage you to consider attending this conference. Kathleen Liberty, Owen White and many others are working hard to make this an informative and enjoyable conference.

TEACHER TO TEACHER

Caryn Robbins

I had a chance to do a little reading this summer and picked up William Least Heat Moon's **Blue Highways**. Along his philosophical journey, Moon makes an observation which sums up a part of our philosophy as Precision Teachers (where Moon says "man", read "person"):

The annals of scientific discovery full of errors that opened new worlds: Bell was working on an apparatus to aid the deaf when he discovered the telephone; Edison was tinkering with the telephone when he invented the phonograph. If a man can keep alert and imaginative, an error is a possibility, a chance at something new to him, wandering and wondering are part of the same process, he is most in error, whenever he quits exploring.



Wolking Korinek think/say
University of Florida Gainesville, FL (graduate student) ideas or facts