

Kris Melroe

2024 Ogden R. Lindsley Award Recipient Presentation

MY JOURNEY FROM DANCING ON BOBCATS TO DANCING ON THE CHART

The field of public education has experienced decades of immovable flat outcomes. Multiple laws and mandates have been decreed without success, failing to identify the *magic* keys for success.

This trajectory can change if we apply the following four critical keys to this problem: 1) Use a well-designed curriculum, meaning the actual educational material used in classrooms. Examples exist and more are being further developed; 2) Collect entering repertoire data, on the Standard Celeration Chart (SCC) to place student in appropriate groups and curriculum; 3) Apply the science and principles of Behavior Analysis to guide effective instructional delivery methods and management; 4) Use the SCC as the measurement system to plot, track, and adjust both teacher and student behavior. When these features are combined, the trajectory for achieving changes. Morningside's Model of Generative Instruction has proved this to be the case in both private schools and in larger public-school settings.

To achieve true success, there are three additional doors to unlock. The first is to determine the best methods to effectively *scale up* the model to accommodate larger and more diverse populations across a whole school, and a whole district.

The second door is altering a teacher's experience from being under aversive control by out-of-date and arbitrary district/state mandates to one where trainers and administration put their efforts into gaining the teachers consent through well designed trainings and incorporating continuous data-based decisions. Followed by attaining teacher's assent to be coached in their classrooms.

The third door must consider the cultural background of both the students and the teachers. A successful model must incorporate compassion, knowledge, and respect for the culture throughout this process without losing any of the critical features of the model and use the variable features to accommodate the cultural context. The presentation will examine both success and lessons learned in doing this dance.

Finally, when one effectively combines Precision Teaching and Behavior Analysis the potential to impact the trajectory of what the world faces (e.g., climate, racism, sexism, and the development of fascism) is unlimited. I lay down the gauntlet down to the next generation.

Speaker Bio:



Kris Melroe has always been focused on creating a more equitable and just world. First, as a political activist, later as an educator and behaviorist. Upon reflection, she believes she has successfully shown how to bridge these two worlds.

She holds a bachelor's degree from Luther College and a Special Education Certificate from the University of Washington. Upon reflection she considers her most valuable education being her on-the-job training she received from the vast array of incredible behaviorist analysts and precision teachers with whom she collaborated with at thirty locations.

While Kris grew up in a small farm-town on the North Dakota prairies, she was not content to stay isolated. She jumped full force into being an activist citizen of the world.

This political activism started in the Women's Movement where she helped open the first women's clinic in Minnesota, offered abortion referrals (pre-Roe v. Wade), and struggled against homophobia

In the 1970's, Kris assisted in collecting data on Native sterilization which was submitted to the U.N. She was active around the Wounded Knee uprising and subsequent legal trials. This led to the founding of the Native American National Solidarity Committee. She was subsequently given the *Women of All Red Nations National Award* in 1978. Additionally, Kris worked for 10 years with a group who sought and won justice for the murder of two Seattle Filipino union organizers who were assassinated on U.S. soil by a foreign dictator, Ferdinand Marcos.

When Kris came to Morningside Academy in 1983, she was presented with a new world of Behavior Analysis and Precision Teaching. Subsequently, Kris was both a Morningside and a public-school teacher. She bridged these two similar world views and became an effective and culturally sensitive trainer.

Kris is captivated by the power of the chart and uses the chart in a myriad of unique ways. The chart enabled her to identify weak areas for an entire school and create a school-wide improvement plan. She developed a direct instruction script for teachers to train their students. She created training practice sheets on floors, pinpoints, celeration lines, and channels. Overtime, she has trained hundreds to chart on Native Reservations, urban settings, Hawaii, Saudi Arabi, and South Africa.

Kris is an integral part of Morningside Academy and has written math curriculum (published by Morningside Press), developed instructional procedures, and is on the Summer Institute team.

Kris has made numerous presentations at ABAI, Precision Teaching Conference, and International ABAI in Norway. She has published a chapter on *Multiculturalism in the Applied Behavior Analysis with Indigenous Populations*.

Kris still tutors, politically organizes, plays pickle ball, and walks her dog, Loki.