

# DATA-SHARING

## HARD TO DO BECOMES EASY TO LEARN

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A two-year screening and resource teacher project conducted by the author (McGreevy, 1978) found that "see-say words-count words correct" remediation tasks assigned to mildly handicapped students were 4x "easier to do," but 1.3x "harder to learn" than similar previously administered screening tasks. Even though the students learned these tasks at the rate of x1.2 per week, the author concluded that remediation efforts had been ineffective. He suggested that the results offered three (3) learning opportunities: TRUST THE CHILDREN--they do not need "easy to do" tasks to remain motivated, TRUST YOURSELF--to help produce in students more learning than you thought possible and GET BACK TO THE CHART--a lower initial performance provides a greater opportunity for learning.

The present project involved one (1) eighteen year old moderately retarded boy and attempted to translate these learning opportunities into effective remediation. The student was assigned the following task: see-say the first 29 words of Wilson's Essential Vocabulary. One-minute timings were conducted daily, followed by 10 minute practice sessions. During the timings and practice sessions, the student was encouraged to see-say words as quickly as possible, including incorrect responses, rather than skipping. Following each incorrect response, the correct word was supplied by the author and repeated by the student. Frequencies correct and incorrect were charted daily on the Standard Behavior Chart and shared with the student (see Chart 1). The author encouraged the student to "beat his best ever" and improve his learning picture, that is, "corrects going up" and "incorrects going down." The first day's frequencies indicated that the task was very "hard to do" (/19 frequency multiplier). However, Chart 1 shows a "crossover to steep Jaws" learning picture, with corrects accelerating at x2.6 and incorrects decelerating at /2.6, indicating that the task was made "easy to learn."

These results suggest that, while "easy to do" tasks may give the impression of remediation, they leave little room for learning. Effective remediation should begin with "hard to do" tasks that provide room for greater learning.

CALENDAR WEEKS

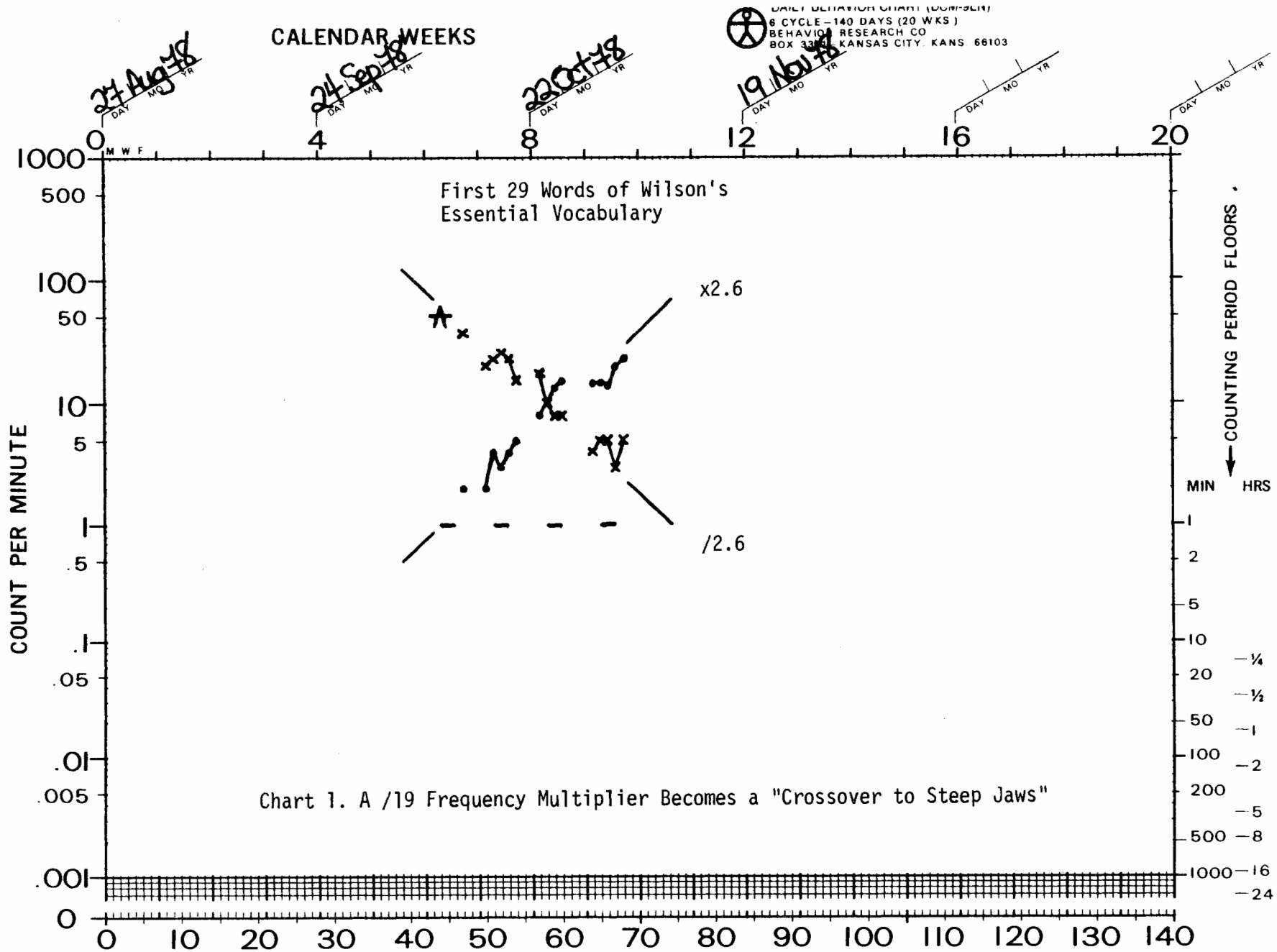


Chart 1. A /19 Frequency Multiplier Becomes a "Crossover to Steep Jaws"

McGreevy, Patrick. Hard to do becomes easy to learn. *Journal of Precision Teaching*, Volume 1, Number 1, April, 1980.

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WOOD	THOMAS	McGREEVY	SUCCESSIVE CALENDAR DAYS		J	18	SEE-SAY
SUPERVISOR	ADVISER	MANAGER			BEHAVIOR	AGE	LABEL
OLYMPIA PUBLIC SCHOOLS	OLYMPIA, WASHINGTON	OLYMPIA, WASHINGTON			CHARTER		COUNTED WORDS
DEPOSITOR	AGENCY	TIMER		COUNTER			

## REFERENCE

McGreevy, P. *District-wide learning screening, compared with average learning and learning picture products of resource teachers.*  
Unpublished dissertation, Kansas University, 1978.

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## STEPPING AHEAD RESULTS IN IMPROVED LEARNING

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Using a severely deficient learning channel, see-say, and guided by chart-based instruction, simple remediation techniques were used with a twenty-four-year-old mildly retarded woman. Letters of the alphabet were flashed for one minute each day. Speed was encouraged during the timing. A four to five minute remediation period followed each such timing.

Over a six week period, a slightly improving "Jaws" learning picture was shown (see Chart 1). The task was then changed, stepping up from 26 letters to 24 survival words (go, stop, hello, etc.). This resulted in a greater opportunity to learn and a significantly improved "cross-over to Jaws" learning picture.

The result of improving learning by stepping this person ahead in the curriculum prompted us to move others ahead whose learning pictures were maintaining. Fifteen (15) clients having 2 learning pictures each had produced no more than 6 "Jaws" pictures per two-week review. Six (6) review periods later (12 weeks) we produced 20 "Jaws" from a possible 39 learning pictures.

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