

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Unpublished dissertation, Kansas University, 1978.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

Jim Johnson and Jean Jackson
C.O.F. Training Services

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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CALENDAR WEEKS

22 Oct 78
 DAY MO YR

19 Nov 78
 DAY MO YR

17 Dec 78
 DAY MO YR

14 Jan 79
 DAY MO YR

11 Feb 79
 DAY MO YR

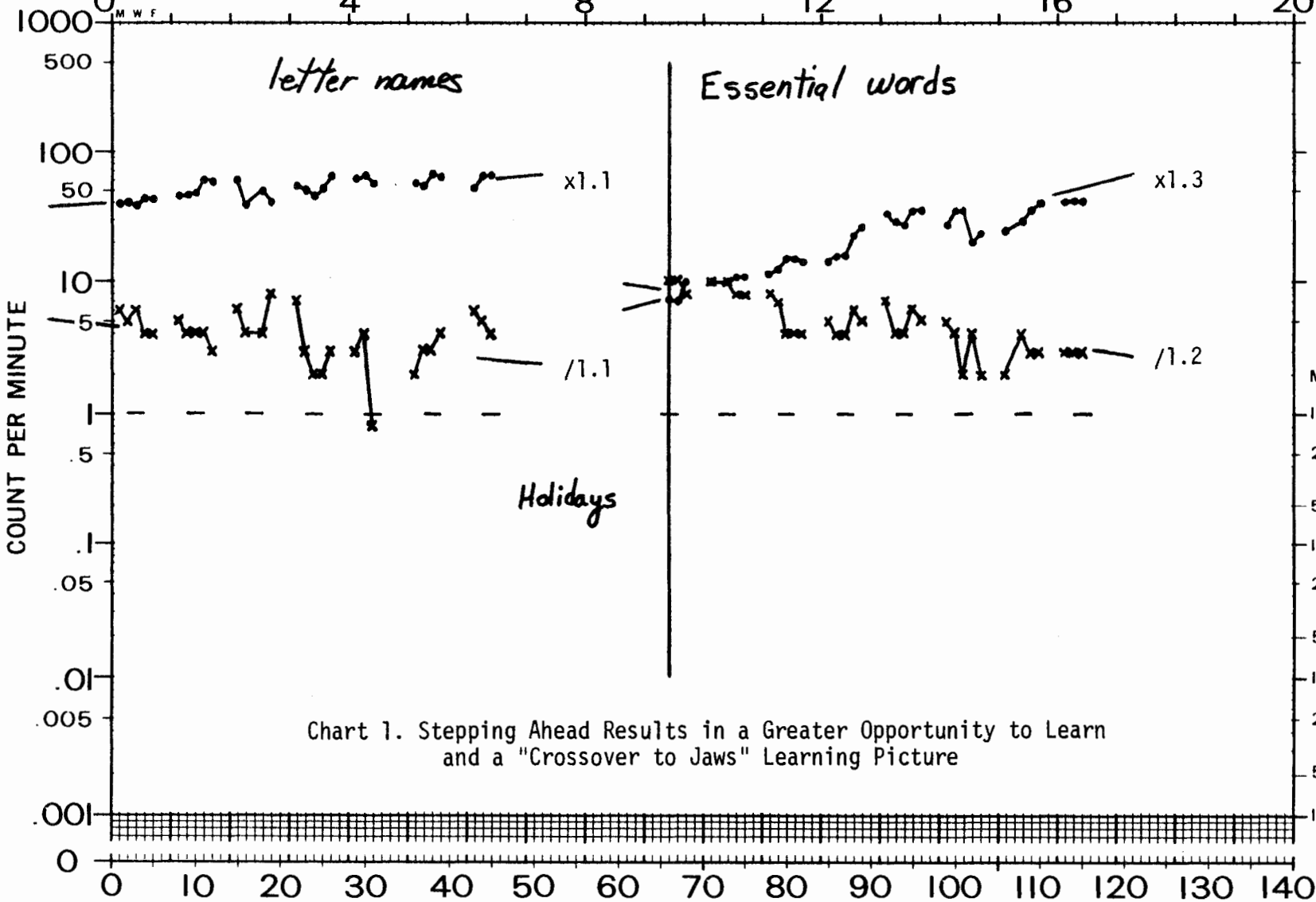


Chart 1. Stepping Ahead Results in a Greater Opportunity to Learn and a "Crossover to Jaws" Learning Picture

Johnson, Jim and Jackson, Jean. Stepping ahead results in improved learning. *Journal of Precision Teaching*, Volume 1, Number 1, April, 1980.

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SUPERVISOR		ADVISER		MANAGER		SUCCESSIVE CALENDAR DAYS		CC		24		F.		SEE-SAY	
C.O.F. TRAINING SERVICES		OTTAWA AND OSAGE CITY, KANSAS						Jean Jackson						LETTERS/WORDS	
DEPOSITOR		AGENCY		TIMER		COUNTER		CHARTER							