

THE EFFECTIVENESS OF TOOL SKILLS AND A HUNCH ABOUT THE PERFORMANCE AND LEARNING OF RETARDED PERSONS

Jim Johnson
C.O.F. Training Services

These charted data were taken by the instructional staff of COF Training Services, Inc., Ottawa, Kansas. Distributions plotted on the Chart show the number of correct digits written per minute. Two (2) one-minute timings were given in March, 1978, to a group of ten mildly retarded adults who had some computing skills. These timings were "writing digits-numerals in sequence" and "writing digits-basic addition facts." A range of 16 to 28 weeks of tool skill drills followed to increase the frequency of computing and writing. The median celeration during this period was $\times 1.3$ per week. In December of 1978 the same two timings were again given to the ten adults to check the durability of the tool skill drills. As seen on Chart 1, the median frequency of "numerals in sequence" increased by $\times 1.8$ and the median frequency of "basic addition facts" increased by $\times 3.5$.

The distribution at the far right shows one-minute performances of 45 seniors at Ottawa High School. These seniors were given the same basic addition drill sheet used with the retarded adults. Since the performances of both groups have a similar median and range, and since the group of 10 retarded adults can learn to compute and write at a median celeration of $\times 1.3$ per week, an obvious hunch arises: MANY RETARDED PERSONS CAN LEARN AND PERFORM AS FAST AS THEIR "NORMAL" PEERS; THEY ARE SIMPLY BEHIND AND HAVE FURTHER TO GO.

Jim Johnson is Adult Services Director, C.O.F. Training Services, Box 437, Ottawa, Kansas 66067.

REMEMBERING PEOPLE A MINUTE A DAY

Stephen Graf, Ph.D.
Youngstown State University

I have a hunch knowing and using a person's name multiplies the "warmth" of an interaction with that person. Seeing Ogden Lindsley lead a workshop in Precision Teaching, I noticed the sincere, direct, immediate effort Og makes in finding out and using a person's name (Lindsley, 1978).

After several years of unsuccessful attempts at learning names and faces of students in large classes of between 100 and 200 people, I finally started practicing three Precision Teaching strategies, and was rewarded with success. Four replications have convinced me of the method's usefulness. The strategies used were: (1) pinpointing learning channels; (2) practicing a minute a day; and (3) encouraging high initial error frequencies.

Two learning channels pinpointed were "Sees person/Thinks name" (Chart 1) and "Sees name/Thinks face" (Chart 2). Twice a week during class while the students are taking a test, I look at each student present and try to think first and last name. Chart 1 illustrates the results of this effort. Several other behaviors that divide my time seem to have kept my people-named-per-minute at about 10 at the end of the quarter. More accurate timing may be in order.

Outside of class, I use my seating chart, a counter, and a stopwatch to practice visualizing the person as I look at his/her name. Results of these efforts are shown in Chart 2.

The minute a day strategy comes into play in a relative fashion. When one faces a mass of people, there's a tendency to believe that a "mass" of time is necessary to learn their names and faces. Other more necessary and immediate activities win our attention. The two to three minutes necessary to run through my seating chart, however, isn't that much of a strain on my daily behavior.

Exposure to Learning Pictures and the ensuing encouragement of high initial error frequencies helped overcome my feelings of hopelessness in the face of the multitude. Charting my progress gave me *faith* in the future. In fact, trend-following celerations of "hit" frequencies in both learning channels (Charts 1 and 2) show the highest celerations in the first two weeks, when I "needed" them most.

REFERENCE

Lindsley, O. R. *Workshop in charting and projecting multiple baselines*. Presented at The Pre-Convention Institute, Association for Behavior Analysis, Chicago, May, 1978.

Stephen Graf is Associate Professor of Psychology, Youngstown State University, 410 Wick Avenue, Youngstown, Ohio 44555.



DAILY BEHAVIOR CHART (DCM-9EN)
 6 CYCLE - 140 DAYS (20 WKS.)
 BEHAVIOR RESEARCH CO.
 BOX 3351 - KANSAS CITY, KANS. 66103

CALENDAR WEEKS

2 SEP 79
 DAY MO YR

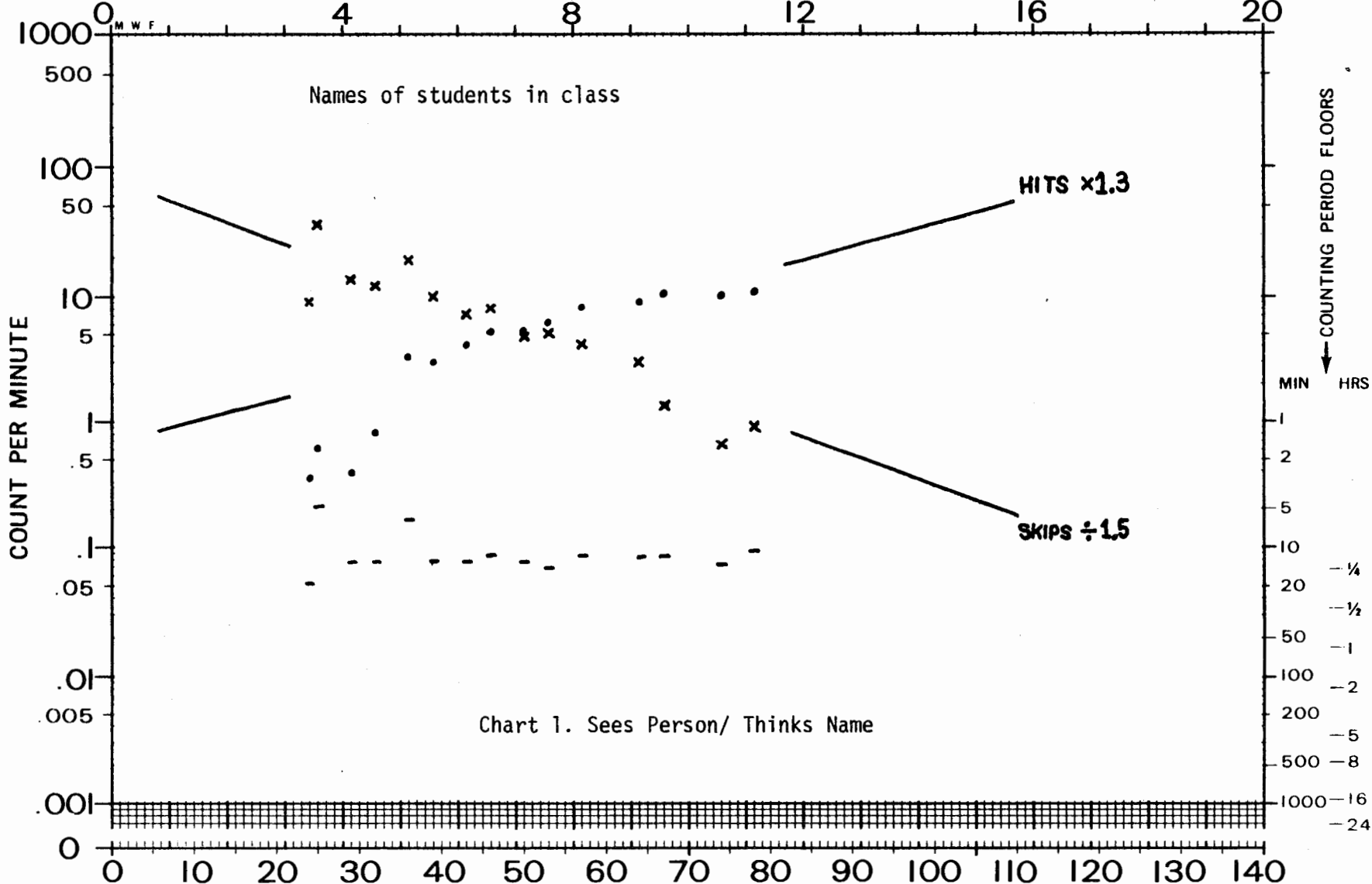
30 SEP 79
 DAY MO YR

28 OCT 79
 DAY MO YR

25 NOV 79
 DAY MO YR

23 DEC 79
 DAY MO YR

20 JAN 80
 DAY MO YR



34

Graf, Stephen. Remembering people a minute a day. *Journal of Precision Teaching*, Volume 1, Number 1, April, 1980.

SUPERVISOR _____ ADVISER _____ MANAGER _____

YOUNGSTOWN STATE UNIVERSITY YOUNGSTOWN, OHIO

DEPOSITOR _____ AGENCY _____ TIMER _____

COUNTER _____ CHARTER _____

STEVE GRAF SEES PERSON/THINKS NAME

BEHAVIOR AGE LABEL COUNTED

CALENDAR WEEKS

2 SEP 79 30 SEP 79 28 OCT 79 25 NOV 79 23 DEC 79 20 JAN 80

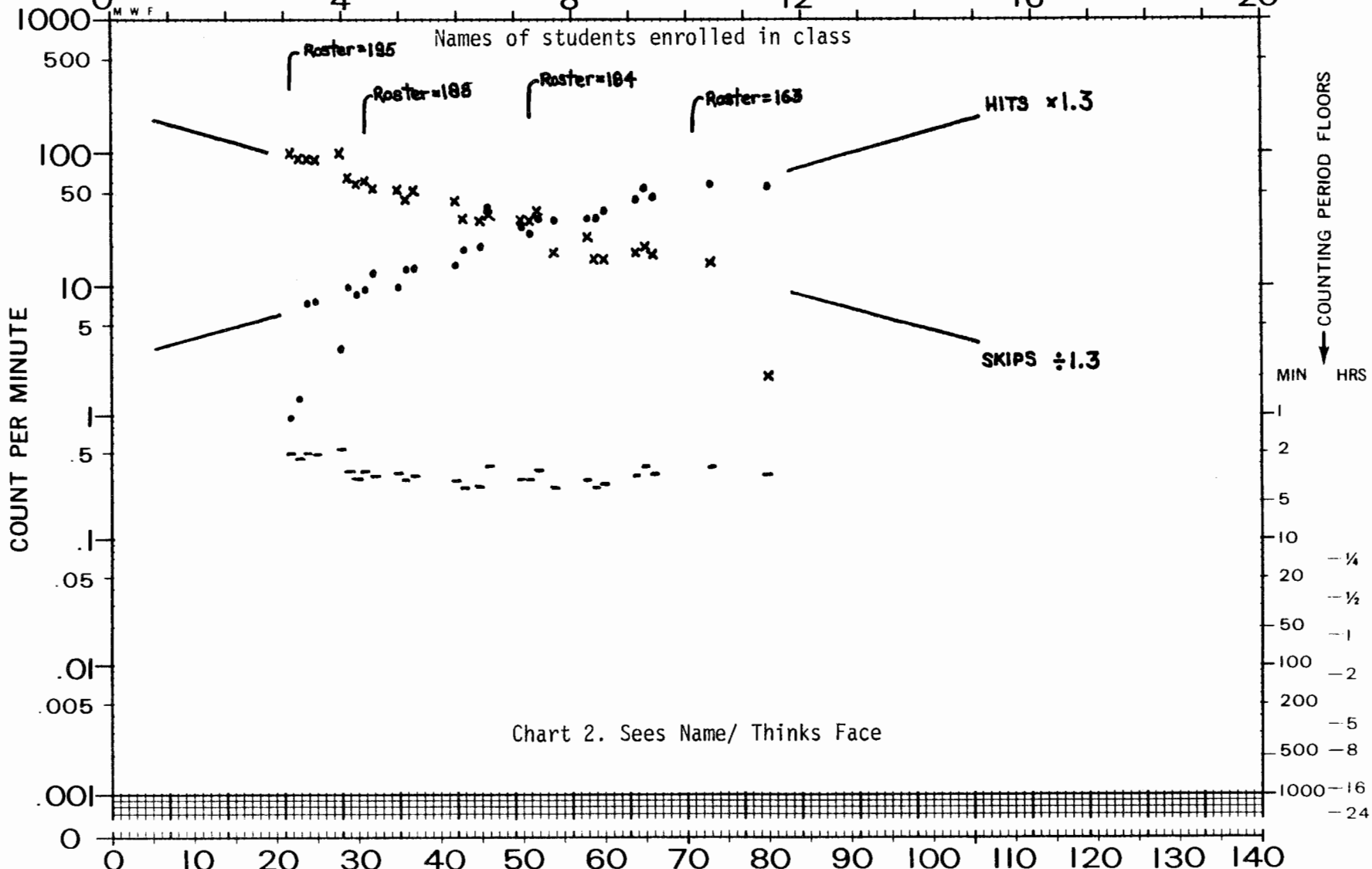


Chart 2. Sees Name/ Thinks Face

Graf, Stephen. Remembering people a minute a day. *Journal of Precision Teaching*, Volume I, Number 1, April, 1980.

35

SUPERVISOR			ADVISER			MANAGER			STEVE GRAF			SEES NAME/THINKS FACE					
YOUNGSTOWN STATE UNIVERSITY			YOUNGSTOWN, OHIO			BEHAVIOR			AGE			LABEL			COUNTED		
DEPOSITOR			AGENCY			TIMER			COUNTER			CHARTER					