

DATA-SHARING

"MOM, PUT IT DOWN ON MY CHART BEFORE YOU FORGET IT."

Carol Hoffman and Perry Hoffman, Jr.

Rolla, Missouri

My son, Perry, has just finished the first grade. His teacher told me that he needed help with reading.

I recently attended a workshop on Charting and learning opportunities at the Rolla Regional Center for Developmental Disabilities, where I work as a Developmental Assistant. I learned to chart children's progress and treat mistakes as chances to learn.

I decided to use what I learned at home with Perry. I picked out some words he didn't know and started working with him. Each day I ask him to read a word list for one minute. He and I count how many he gets correct and how many are chances to learn. Then we put dots for corrects and x's for chances to learn on his Chart. We then practice for a few more minutes. The first day he and I started with twenty words he didn't know. Some days I added words. His word list is now about 200 words.

The workshop encouraged me not to look at Perry as "slow," but as having many chances to learn. The Chart (see Chart 1) is showing Perry and me that his chances to learn are turning into learning. He is heading toward a goal of 100 words in one minute.

Perry is also more excited about learning other things. He also likes to watch his Chart. After we check his one minute timing, he will often say, "Mom, put it down on my Chart before you forget it."

Carol Hoffman is a Developmental Assistant at the Rolla Regional Center for Developmental Disabilities, 105 Fairgrounds Road, Rolla, Missouri 65401. Perry Hoffman, Jr., is her seven-year-old son.

YOU GET WHAT YOU REINFORCE--THE EFFECTS OF REWARDING PERFORMANCE

Belinda Vitale and Eugene "Skip" Berquam

Orange County Schools

Reward stickers on papers had been used in a resource room throughout the school year to reinforce improved performance on one-minute math samples. Seven students who had shown inconsistent performance on a multiplication probe were given reward stickers contingent upon daily improvement of number correct. The contingency was implemented after two days of performance (on number correct) below a previous frequency. Each phase lasted approximately two weeks. Error frequencies were at or below the record floor.

CALENDAR WEEKS

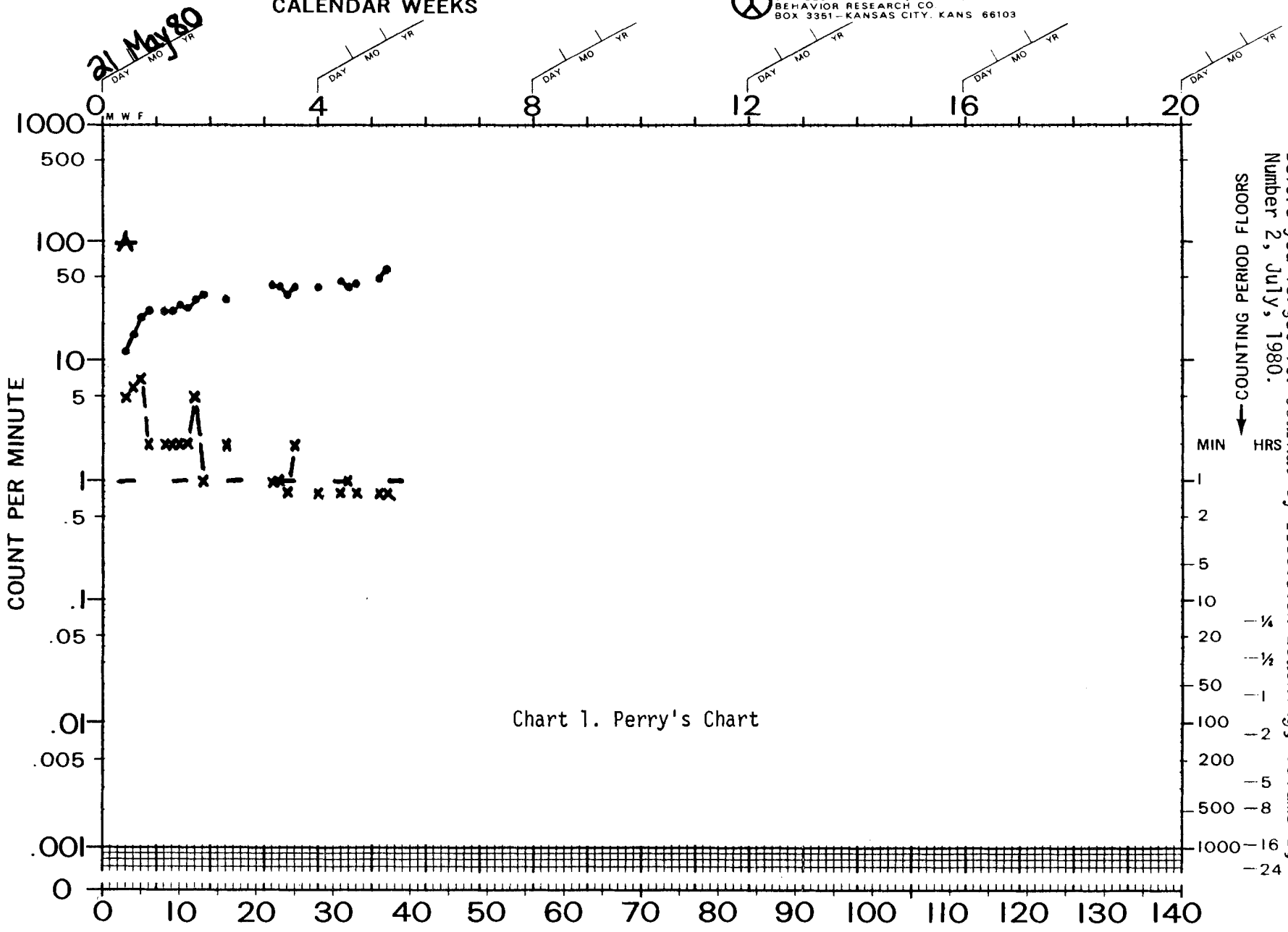


Chart 1. Perry's Chart

Hoffman, Carol and Hoffman, Perry(Jr.). Mom, put it down on my chart before you forget it. *Journal of Precision Teaching*, Volume I, Number 2, July, 1980.

SUPERVISOR		ADVISER		CAROL HOFFMAN MANAGER		SUCCESSIVE CALENDAR DAYS		PERRY HOFFMAN, JR. 7		SEE-SAY COUNTED	
DEPOSITOR		AGENCY		TIMER		COUNTER		CAROL HOFFMAN CHARTER		WORDS	