

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."

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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.

The effectiveness of this reward contingency was evaluated by observing the direction of change in three basic measures of behavior: (1) frequency (frequency multipliers or jump), (2) bounce (variability), and (3) celeration (celeration multiplier or turn). Chart 1 shows data for two students showing different effects. In moving from the baseline to the reward period, student #1 demonstrated a frequency multiplier (jump up), a decrease in bounce and a celeration divider (turn down). Student #2 experienced a frequency multiplier (jump up), a decrease in bounce and a celeration multiplier (turn up). Chart 1 also illustrates the summary data for all 7 students, showing the number and direction of changes in frequency, bounce and celeration.

These data indicate that "you get what you reinforce." The contingency was for any daily performance improvement. The summary data for frequency and bounce show that the contingency had the desired effect, frequency multipliers (jump ups) with less bounce. However, there was a celeration divider (turn down) on four of the seven charts.

Interpretation of these data leads to several conclusions: (1) to get significant celeration multipliers (turn ups), we may have to accept some bounce, (2) if we reinforce small, daily performance improvements, we may inadvertently limit celeration, and (3) if improved learning and lasting performance is desired, the daily performance change reinforced should be large enough to produce significant celeration multipliers (turn ups).

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TRENDS IN EDUCATION: A CELERATION ANALYSIS

Robert Bower
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METHOD

A graphic representation of trends can be obtained by plotting yearly data on the yearly Standard Behavior Chart. In this study the researcher counted the number of yearly references to topic headings in Education Index. It was assumed that Education Index provided a representative sample of educational publications, indicating the interests of the educational community. Yearly frequencies were placed on the Standard Behavior Chart. The "trend-following" celeration technique was employed in drawing and analyzing celeration lines. A Histolay was constructed to observe the relationships of 3 educational events and charted educational interests. These 3 events were the National Defense and Education Act of 1958, the Elementary and Secondary Education Act of 1965, and Public Law 94-142 (the special education mandate) of 1975 (NDEA, ESEA, and 94-142).

CALENDAR WEEKS

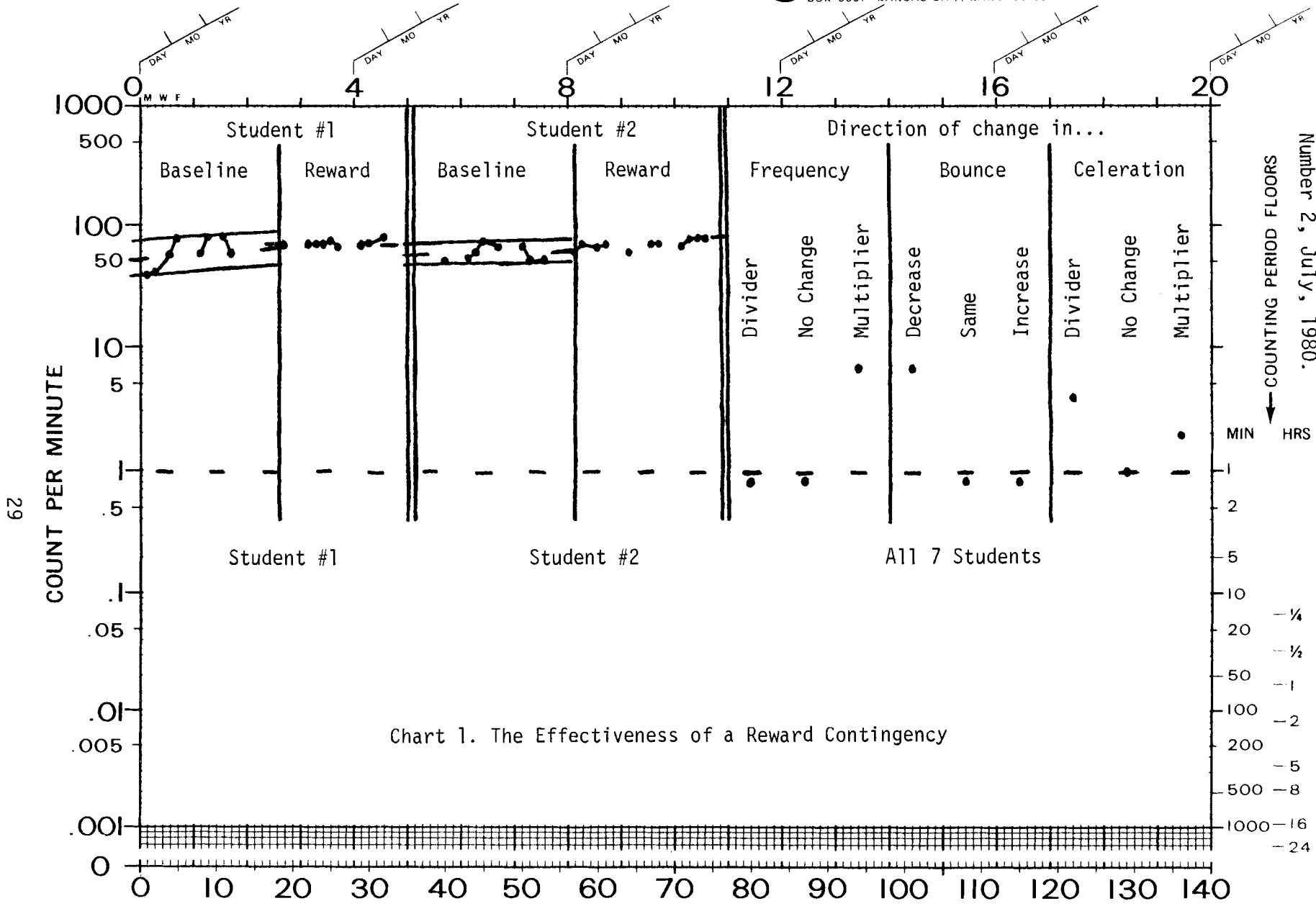


Chart 1. The Effectiveness of a Reward Contingency

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SUCCESSIVE CALENDAR DAYS
 TIMER

7 STUDENTS
 BEHAVIOR CHARTER

SEE-WRITE
 AGE LABEL COUNTED
 MULTIPLICATION FACTS

Vitale, Belinda and Berquam, Eugene (Skip). You get what you reinforce - the effects of rewarding performance. *Journal of Precision Teaching*, Number 2, July, 1980. Volume I,