DATA-SHARING

WHY WE SHOULD HAVE USED THE STANDARD BEHAVIOR CHART AND CELERATION: A CASE STUDY

Donna M. Hicks, Earl Johnson and Edward M. Framer
Center for Behavioral Studies

J. W. is a 31-year-old Caucasian male who has been at the Center for Behavioral Studies for three years. When we began working with him, J. W. emitted no intelligible vocalizations, engaged in little or no productive behavior and had no social skills.

After 12 months of training, J. W.'s parents reported that he had begun making a single, occasional request. A program was then initiated to increase the frequency and variety of vocal requests in his home setting. The parents counted any audible vocal request which occurred between 3:00 p.m. and 11:00 p.m. J.W.'s parents were encouraged to model requesting behavior. These interactions were also counted. Data were returned to the Center each morning, where they were graphed on the add-subtract graph paper which we commonly used at that time. Program changes were made using this graph and changes in frequency as a guide.

The subsequent year we began keeping most program records on the Standard Behavior Chart (SBC) and using celeration. The first author decided to use the SBC and rechart J. W.'s data. Striking and hitherto unseen changes in frequencies and trends were noted. It was clear that our old graph had not encouraged us to look for trends in J. W.'s "requesting" behavior. As a result, we didn't see trends that had developed during that home program. Also, our visualization of the patterns had been hampered by the excessive length of our non-standard graph, 6 feet.

A good example of the problem can be seen by comparing phase III on the SBC (see Chart 1) to its counterpart section of add-subtract graph. The rate of spontaneous vocals was actually accelerating at x 1.4, and had we known this, no phase IV change would have been initiated at that time. However, on the add-subtract graph we "missed" the upward trend, and the initiation of phase IV apparently retarded future celerations. The client's progress may well have been delayed.

An additional advantage of the SBC was apparent as we charted the modeling behaviors of J. W.'s parents. If anything, they appeared to be "tracking" J. W.'s behaviors, not vice versa as we had earlier believed. The SBC functioned to reduce the graph to manageable size, visualize trends, and uncover previously overlooked relationships.

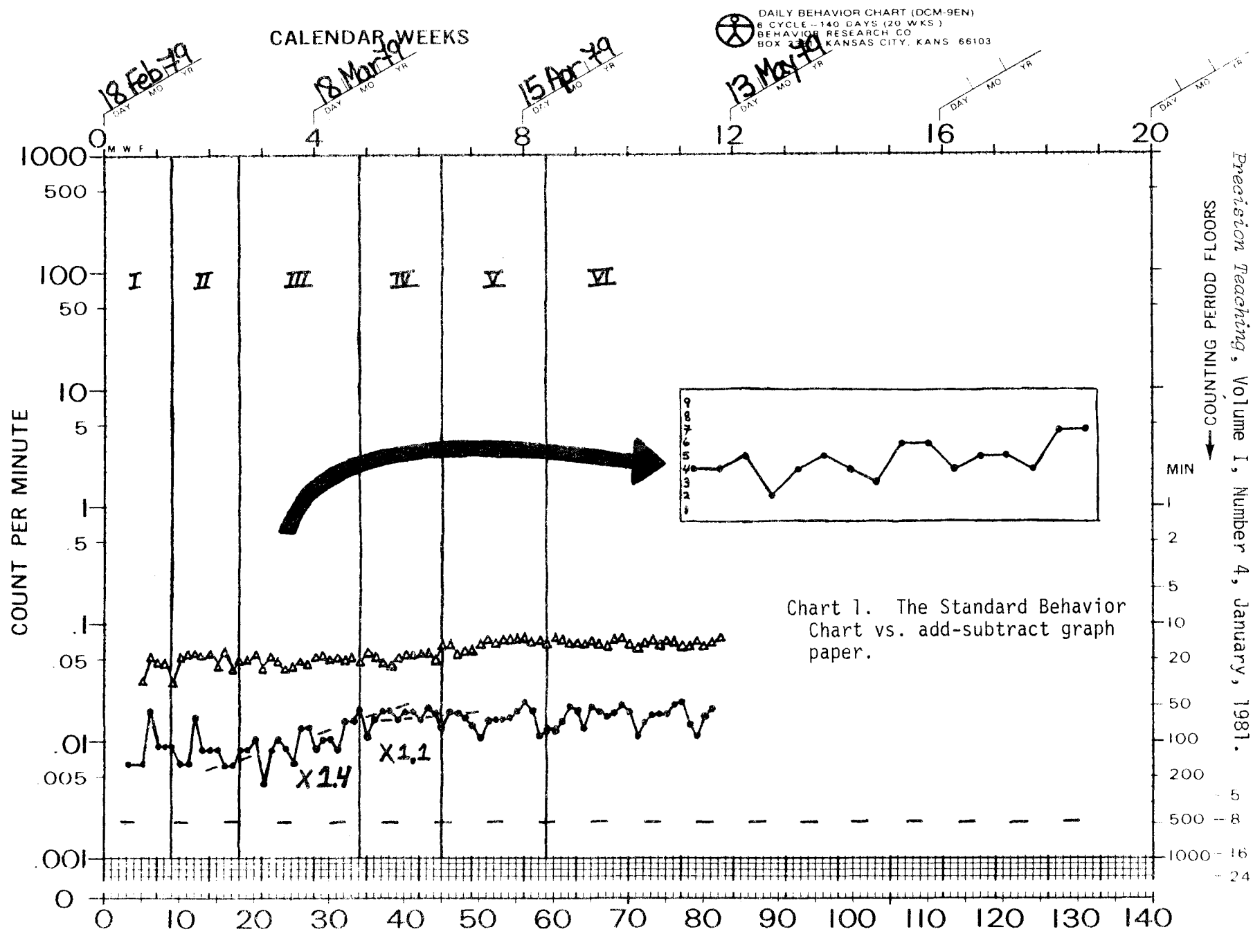

Chart 1. The Standard Behavior Chart vs. add-subtract graph paper.

Hicks, Donna M., Johnson, Earl and Framer, Edward M. Why we should have used the Standard Behavior Chart and celeration: a case study. *Precision Teaching*, Volume I, Number 4, January, 1981.

S.G. SUPERVISOR | E.J. ADVISER | MANAGER | J.W. BEHAVER | 31 AGE | • makes vocal LABEL requests COUNTED

Center for Behavioral Studies North Texas State University Denton, Texas

DEPOSITOR | AGENCY | TIMER | COUNTER | CHARTER

We hope this brief paper has demonstrated some clear advantages of the SBC over conventional, unstandardized graphs. We know that the picture this chart painted has increased the probabilities of future charting at CBS.

Donna Hicks is currently a behavioral technician, Earl Johnson is a former behavioral technician, and Edward M. Framer is the program coordinator of the Center for Behavioral Studies, North Texas State University in Denton, Texas.

A REMINDER

Use the enclosed form to renew your subscription to the Journal. Please do this as soon as possible to insure your receiving the first issue (April) of Volume II without delay.

THANK YOU!

PERFORMANCE AND LEARNING WORLD RECORDS

Performance Records

Tanya Kelb (Belleville, Ontario)	See-think 1470 words per minute (silent reading)
Vicky Vachon (Belleville, Ontario)	See-write 146 subtract facts of 18 per minute

Learning Records

Mary Hurst and Patsy (Potosi, Missouri)	See-say 10 survival words over and over for one minute -- corrects x20 and incorrects /15 for eight data days

---

The Journal of Precision Teaching: Volume I Look at How We've Grown

Patrick McGreevy
Journal of Precision Teaching

The Journal of Precision Teaching started as a small idea in October, 1979. Now, in January, 1981, at the conclusion of Volume I, the Journal has 192 subscribers in the United States, Canada, England and Australia. This growth is the direct result of "sharing" by many precision teachers.

Chart 1 shows that the total number of subscriptions accelerated by x 1.5 per 6 months during the first year. If the "sharing" continues, the initial subscription aim of 250 will be reached by April, 1981.