

Neely, M. Six years of supervising a special education program by learning products. Unpublished doctoral dissertation, University of Kansas, 1978.

Precision Teaching Project. Training manual: The Sacajawea plan. 1980.

Sokolove, H. Blueprint for productive classrooms. Project Product, Shawnee Mission School District, Shawnee Mission, Kansas, 1979.

Stromberg, G. Building curricular courage by reinforcing errors in a regular second grade. Presentation at the sixth annual convention of the Association for Behavior Analysis, Dearborn, May 1980.

Wood, S.; Burke, L.; Kunzelman, H. P.; & Koenig, C. Functional criteria in basic math skill proficiency. Journal of Special Education Technology, 1978, 2, 29-36.

Bob Bower is an assistant professor at Wayne State College in Wayne, Nebraska; and Robert Orgel is a doctoral student at Kansas University, Lawrence, Kansas.

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 1 minute--corrects x20 and incorrects /15 for 8 data days |
|---|---|

A SUGGESTION

Many precision teachers count and chart "digits" when teaching math facts. Betty Duvall, a teacher in Great Falls, Montana and author of the Can Do program, suggests that "answers" is a more useful movement. When "answers" is counted, performance aims for addition, subtraction, multiplication and division facts can be standardized at about 90 answers per minute.