to the column.

To give you an idea how the process works, I returned from the Orlando Precision Teaching Conference to discover that virtually all of my undergraduate students were at least one week behind optimal pace. We have made a textbook change this semester; an analysis of the charts suggested that the new book is not too good with technical definitions, the absolute foundation of any fluent technical vocabulary. My staff and I decided to implement Ogden's SAFMED procedure for our technical terms but were not sure of some procedural details that he had perhaps already refined. I placed a call to him and 30 minutes later we had the outline of a basic research question that badly needs asking. I will discuss both the question and the data in the next issue, but the problem is essentially this: Does it matter which component--term or definition--is on the "See" side of the card and which is on the "Say" side? Perhaps many of you have already addressed this problem. If so, would you please share your discoveries? We may be on the threshold of a revolutionary advance in instructional design, an advance that deductive cognitive theorizing has prevented us from recognizing. As always, of course, we will let the data decide.

I look forward to hearing from you and continuing both to learn and to teach as a result of Editor McGreevy's kindness in asking me to manage this section of the Journal.

COMPUTERS

Stephen Graf & William Wolking

Who's doing what and where with Precision Teaching and computing? Help keep us posted on what you are doing by writing the Editors. Prod for more information if you're interested.

Odgen Lindsley, Lawrence, Kansas. Lindsley has been at the forefront of Word Processing and microprocessed instruction. He is teaching classes in use of the Apple II. His presentations on computers at The First Winter Precision Teaching Conference (1981) and the Seventh Association for Behavior Analysis Convention (1981) use celeration analyses to address some myths currently surrounding computer-based education.

Charles Olander, Jacksonville, Alabama. Olander, Claudia McDade and their associates have implemented frequency and celeration-based computer assisted instruction at the Center for Individualized Instruction at Jacksonville State University. Data from the students is plotted on a video screen representation of the Standard Celeration Chart. Olander uses the Apple II.

Charles Merbitz, Chicago, Illinois. Merbitz helped initiate the program at Jacksonville State, and is now working at the Rehabilitation Institute of Chicago using Apple II computer games as exercises in rehabilitation following head trauma.

Ron Stearns, Orlando, Florida. Stearns and his associates in the Orange County Precision Teaching Project have developed "Bounce," a program for the Apple II which accepts data and draws celeration lines and learning pictures for 1, 3, 6, or 9 weeks on the Academic Chart.

Owen White, Seattle, Washington. White uses the time-sharing computer in his course on Exceptional Teaching that covers his book (with Norris Haring) of the same name. Student testing is handled by the program.

Jack Auman & Steve Graf, Youngstown, Ohio. Auman & Graf have constructed a program for the Apple II which provides students and data for teaching decisions. Users of the program try to help the fictitious students reach aims by making changes geared to affect the Learning Picture.

INNERS

Abigail B. Calkin

While I was not at the recent Orlando conference, I did receive Pat's letter about the idea of small columns. I suggested to Pat we add a column on inners.

Inners fall into several categories: thoughts, feelings, urges, and attitudes. Often some people lump these together and think they're all the same. A thought is a mental idea. A feeling is an idea with a mild physiological sensation accompanying it. An urge is a forcible drive or a continuing impulse toward an activity, according to the dictionary. Behaviorally defined, an urge is 20 thoughts per minute about something as opposed to 1 thought every 20 minutes. An attitude is a collection of 30-40 (or more) thoughts and feelings on a topic.

A project in a Human Relations class at Capital City Schools in Topeka helps students learn self-evaluation. Each student checks how she/he felt she/he did that day in class in the following 10 areas: self-starting, relaxing, participating in charting projects, controlling own behavior, sharing in discussions, respecting others, having a positive attitude toward self and others, caring about appearance, doing a good job, and keeping the journal.

The teacher also marks her perception of the student's behavior in those areas. The goal of the project is that the student and the teacher agree on how the student behaved. The teachers, Doreen Overman and Marie Rothschild, think that student-teacher agreement at whatever level, is more important than being perfect every day. As an intervention, they have used a one minute timing on positive feelings. Look for their data share after the end of the semester!

Lynne Conser and I have been working on a unique project. We are each counting a variety of mental inners: illusions/imaging, hallucinations, natural highs, visions, and ESP. Some people call these experiences a gift, others say we're crazy! It took us several weeks to clearly define the behaviors. We used unabridged dictionary definitions and about two weeks of trial counting before we defined what we each meant by a certain term. We wonder how much time is influenced by Kansas pollens. We're also collecting pollen, weather, caffeine and medication data.

I should like to know if anyone has counted positive and negative inners all day, either thoughts, feelings or a combination. I'd also like to know if anyone has used a one minute timing on positives as an intervention or any other intervention. If so, would you share your charts with me. Thanks! I'd also like to know who is interested in doing such counting.

Please send your Charts, ideas, information you'd like to share, and requests for information to Abigail B. Calkin, 631 Lane, Topeka, Kansas 66606. Questions can go in here also and we'll see if we can find some answers!

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