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Sheila Fox is a member of the Special Education faculty at Western Washington University, Bellingham, Washington 98225.

## Chart-sharing

### THE EFFECT OF RESTRICTED TELEVISION VIEWING ON THE VIOLENT REMARKS OF A FIVE YEAR OLD BOY

Tracey Mucci and William Evans  
University of West Florida

The five year old boy in this investigation displayed a high rate of violent language. Statements concerning killing and injuring people were quite common. This abusive behavior was

found to be concurrent with socio-violent television programs that the subject previously viewed. The parents were extremely upset by these unprecedented outbursts and were considering a variety of interventions to alleviate the problem.

Previous to beginning any interventions, the parents were asked to restrict the subject's viewing of violent television programs. As shown in Chart 1, this resulted in a drastic decline in violent remarks. The parents concluded that further interventions such as professional counseling and corporal punishment were unnecessary.

This study illustrates the ease of using a functionally related event as an effective intervention in the treatment of a behavior problem. It suggests that a wide variety of problems may be treated in a similar manner.

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Tracey Mucci is an undergraduate student and William H. Evans is an assistant professor in the Department of Special Education, University of West Florida, Pensacola, Florida 32504 (904-476-9500, ext. 2893).

### LEARNING IN AN EARLY INTERVENTION PRESCHOOL

Caryn L. Robbins  
Kansas University

Lucy is a three year old cerebral palsied child who is severely physically handicapped, yet functioning above age level in cognitive and receptive language areas. She attends the Special Education Early Intervention Preschool at the University of Kansas. Due to her physical limitations, manipulation of materials and lengthy verbalizations are difficult, tiring tasks. Adaptations are necessary to find a cognitive task which challenges Lucy and allows an adequate number of responses for practice.

A program was written for learning five shape labels. Lucy knew circle, square, and triangle, but was not consistent in labeling them correctly. Therefore, training began with these labels. Each day we went through their names one at a time, then did a one minute practice timing. During the timing, Lucy performed a receptive task which involved answering the question, "Is this a \_\_\_?" with a simple yes/no response. This simplified verbalization allowed her to make up to twelve responses per minute. After the practice timing, she again labeled each shape. When Lucy reached her aim of ten correct responses per minute, and labeled each shape correctly after the practice, a new shape

label was added to the training.

As seen in Chart 1, Lucy learned four shape labels in four weeks. In the fifth week, "diamond" was added to the list of shapes. Lucy quickly learned to identify the diamond in the practice session and reached her aim on the third day, with two incorrect responses. The following week, illness kept her from attending preschool for three days. Her responses dropped in the timing sessions which occurred subsequently. When school was dismissed for spring break, her performance fell again to a lower and less accurate rate of response. Accuracy was re-established after four weeks of practice sessions. Though aim was not reached, the program was discontinued and intermittent probe sessions were used, as well as generalization probes in different settings. Lucy maintained her accuracy in practice probe sessions and was able to correctly label shapes in other settings.

The task performed in the practice timing required a different response than the actual goal of the training, i.e. labeling of five shapes. However, it did allow Lucy to respond at a higher rate without tiring. More importantly, it allowed a bright three year old girl to do what her peers were doing. Lucy was well aware of her physical limitations. Her success in practice resulted in a big smile, a major goal of early intervention.

Lucy attends a noncategorical preschool demonstration classroom, serving children with a wide range of abilities and handicapping conditions. This population creates the need for many adaptations of training tasks to allow adequate practice. We are continually looking for new ways to adapt materials and responses. We would like to hear from other precision teachers who are involved in this area of learning.

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Caryn Robbins is the lead teacher in the Special Education Early Intervention Program, Kansas University, Haworth Hall, Lawrence, KS 66045, (913) 864-4698. Cherla Heaton is the coordinator and Dr. Nancy Peterson is the program director.

## LOSING GRIP ON MY NEUROSIS— OR HOW PRECISION TEACHING CHANGED MY LIFE

Janean E. Holden  
Monticello High School

During my two and one-half years as a resource teacher, I have mastered the art of the eclectic preparation hour. I would spend my prep periods searching frantically for ways to motivate my Special Education students. I tried dozens of dittos, tons of teacher prepared sheets, high interest-low vocabulary, low interest-high vocabulary, content area books, no content books--the works. In class, I found myself exhorting, reporting, cavorting, even cussing to try to get them to want to learn. At best, it was I who was beginning to get unmotivated.

I found myself sitting more and more in my darkened room, staring at my autographed picture of Marva Collins. Where had I gone wrong? Where was the fulfillment of teaching everyone said took the place of a reasonable paycheck?

From the depths of my depression, I heard the voice of my boss calling "Precision Teaching--Precision Teaching." Skeptical, but desperate, I attended the workshop in Blanding. For three days, I listened. Then, armed with my hernia-producing bankers box full of acetate and six-cycle, semi-logarithmic charts, I entered class the following Monday.

The first class I tried P.T. on was a class of nine L.D., B.D., and L.H. students I was teaching geography. Even after giving reports on European countries, they couldn't find the country they reported about on the globe. I also tried discussing the current event situation, but found that because the news came on at the same time as TOM and JERRY, the news lost out. So I tried Think/Write European countries, 200 letters in two minutes, after I taught the kids to chart. Low and behold, I began to see changes! Vernon's Chart is just one of many (see Chart 1). They hurried to class, wanted to spend the whole hour on P.T., and used their free time to practice the countries. I began using my prep hours to prepare direct instruction materials for them. Their enthusiasm continued to grow. Then, wonder of wonders, some of them even switched off cartoons to listen to the news of Poland, began asking about the Berlin Wall, and discussed Northern Ireland! They even wanted to find out where Guatemala was because Dick Norse had mentioned it.

Within a week and a half, four students were within six letters of aim and still enthusiastic. The time had come to test the merits of P.T. Could they transfer their knowledge? I gave



DAILY BEHAVIOR CHART (DCM-9EN)  
8 CYCLE - 140 DAYS (20 WKS)

CALENDAR WEEKS

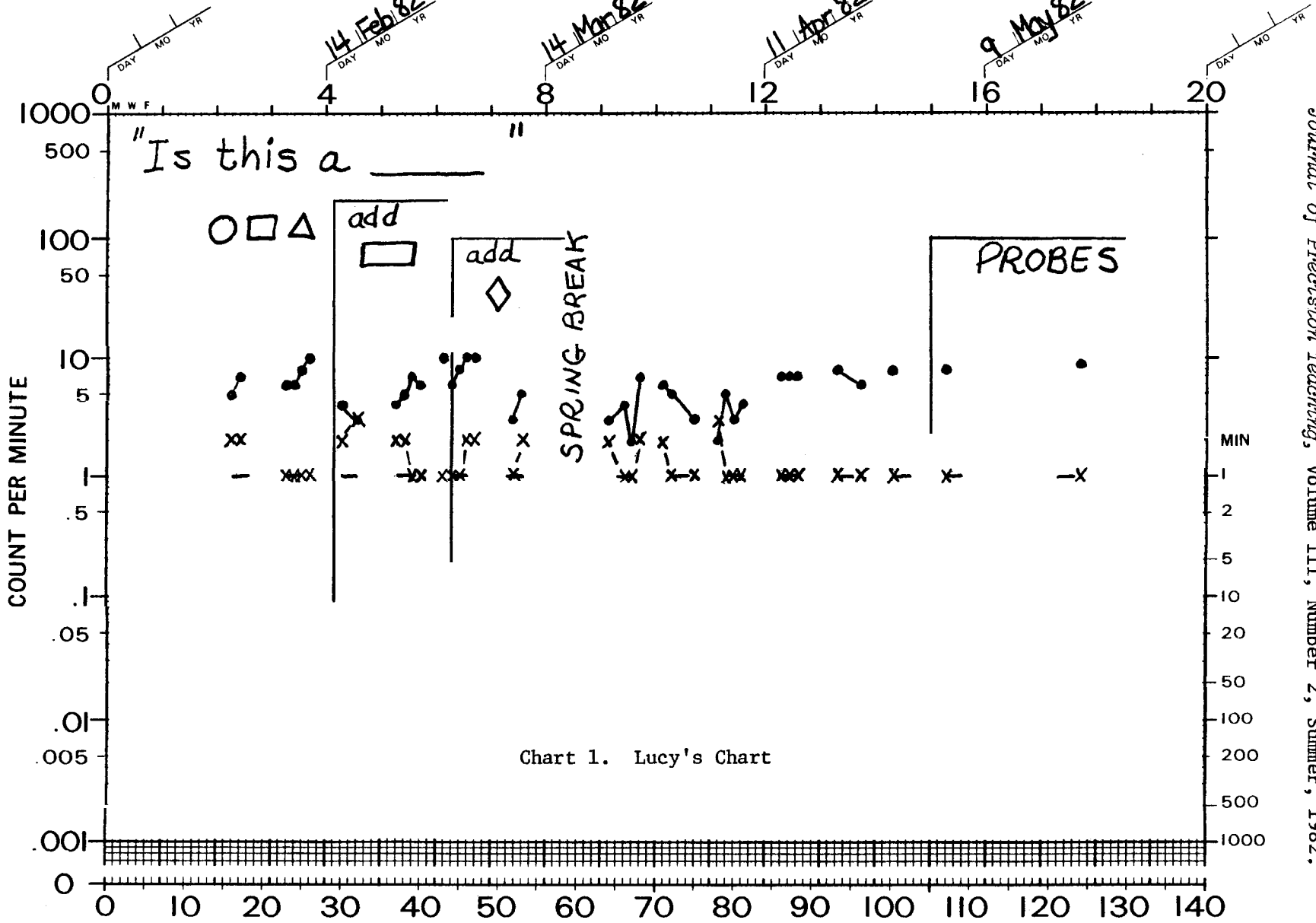


Chart 1. Lucy's Chart

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N. Peterson	C. Heaton	C. Robbins
SUPERVISOR	ADVISER	MANAGER
Kansas University	Lawrence, Kansas	
DEPOSITOR	AGENCY	

SUCCESSIVE CALENDAR DAYS

TIMER COUNTER

Lucy	3	see/say
BEHAVIOR	AGE	LABEL
C. Robbins		"yes" or "no"
CHARTER		