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.

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

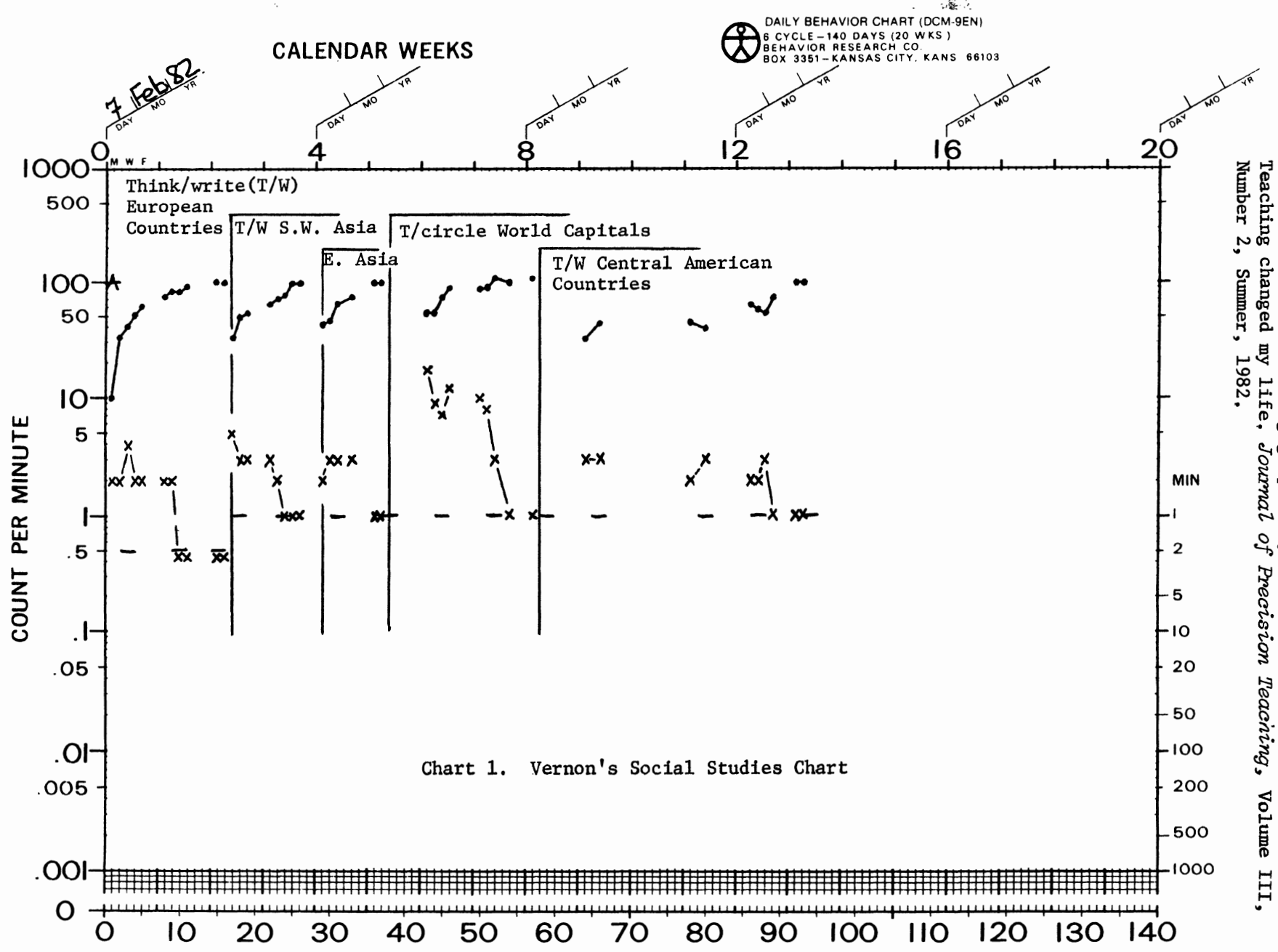

Chart 1. Vernon's Social Studies Chart

Ryberg/Kukic	J. Holden	Vernon		Vernon	14	Gr. 9	write letters
SUPERVISOR	ADVISER	MANAGER		BEHAVER	AGE	LABEL	COUNTED
Monticello High School		Monticello, Utah		Vernon			
DEPOSITOR	AGENCY		TIMER	COUNTER	CHARTER		

Holden, Janean E. Losing grip on my neurosis-- or how Precision Teaching changed my life, *Journal of Precision Teaching*, Volume III, Number 2, Summer, 1982.

each student a country to find on the globe. They decided to time one another. The results were great. Not only could they locate the countries, but if one was a little slower in tracking the country down, the others were jumping up and down wanting to help him. It was amazing! These same kids who could barely find their way out of the classroom were finding Albania and Iceland. These same kids who have trouble spelling WANT and WHAT are spelling Czechoslovakia!! That's what motivation can do.

Bolstered by success, I started see/say stories at 200 words per minute on a student who usually reads one word in 200 minutes. It's working here, also. With the P.T. supplementing my instruction, he is up to 105 words per minute on a Dolch Primer story. This is carrying over into his other reading as well. For him, this is quite an accomplishment, and he knows it.

Venturing again into the twilight zone, I started using Think/Say Facts--thirty per minute on four students I'd been working with in comprehension. It has been very successful, even on my most difficult "nut to crack"--an emotionally handicapped seventeen year old who can describe in detail every movie he has ever seen that has blood and gore in it, but can't tell me what he reads in a second grade reader. It took some work, but today he told me twenty-two facts about his story. I had to hide the stopwatch, and he trembled so badly after the timing that he couldn't write, but he fairly floated on air the rest of the class hour and began talking of ways he was going to get more facts the next time.

That's one of the neatest things about Precision Teaching. The kids really do manage their learning, and become involved in the planning and performance of their tasks. One girl in the geography class discovered that the reason she wasn't improving was that she was spending too much time on trying to spell the countries, so she changed her organization plan and her scores shot up.

Another big plus for this program is the ease with which I can evaluate their learning. In about ten minutes, I can see what has been effective and who needs what, which leaves me more time for staring at Marva's picture. But you two said that Precision Teaching doesn't make a bad teacher good, it only makes a good teacher better. Hmmmm, maybe I'll take down Marva's picture and replace it with mine!

This article was originally an unsolicited testimonial written by Janean E. Holden, a resource teacher at Monticello High School, Monticello, Utah 84535, to Susan Ryberg, a Precision Teaching Trainer, at the Utah Learning Resource Center, 4984 South 300 West, Murray, Utah 84107 (801-263-3915).

HEMIANOPSIA REHABILITATION

Trudy Miller and Charles Merbitz
Rehabilitation Institute of Chicago

A relatively common problem after severe traumatic head injury (and sometimes stroke) is a hemianopsia, or visual field deficit (not associated with damage to the eye). Depending on the locus of damage, the person will appear not to notice visual stimuli in particular parts of the visual field, commonly the left or right. A traditional exercise for persons with this diagnosis during rehabilitation is to present them with a sheet of paper bearing lines of types letters or digits, and ask them to locate all examples of a given letter or group (Diller & Gordon, 1981).

At the Rehabilitation Institute of Chicago, we are using Precision Teaching measurement methods to assess some usual and customary rehabilitation practices. Chart 1 shows data from a 42 year old man injured in a motorcycle accident in September, 1981. Patient AG 81 was given 75 letters typed in 5 rows of 15 each, and told to circle all of the vowels, which are also listed at the top of the sheet. Our patient did this exercise twice daily, and Chart 1 shows the sum of the correctly found vowels, learning opportunities, and minutes for both timings.

A traditional way of working with the patient is to instruct the patient to start at the upper left and scan letter by letter and line by line, telling him to return to that pattern if he starts to skip around the sheet. Chart 1 also shows the results of this "restriction" procedure, again as the sum of two timings per day, taken sequentially.

As can be seen, neither procedure was associated with a stunning correct celeration (overall, approximately, X1.05 for the "without restriction" and about /1.05 for the "restriction").

However, for "learning opportunities" a much steeper deceleration occurs in the "without restriction" condition, and an increase in their variability in the "restriction" condition.

A very common statement about head trauma patients involves their "inconsistency," which we translate as daily variability. Comparison of the "learning opportunities" data over both of these charts suggests that the traditional "restriction" procedure induces variability as compared to the