

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. Hmmm, 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.

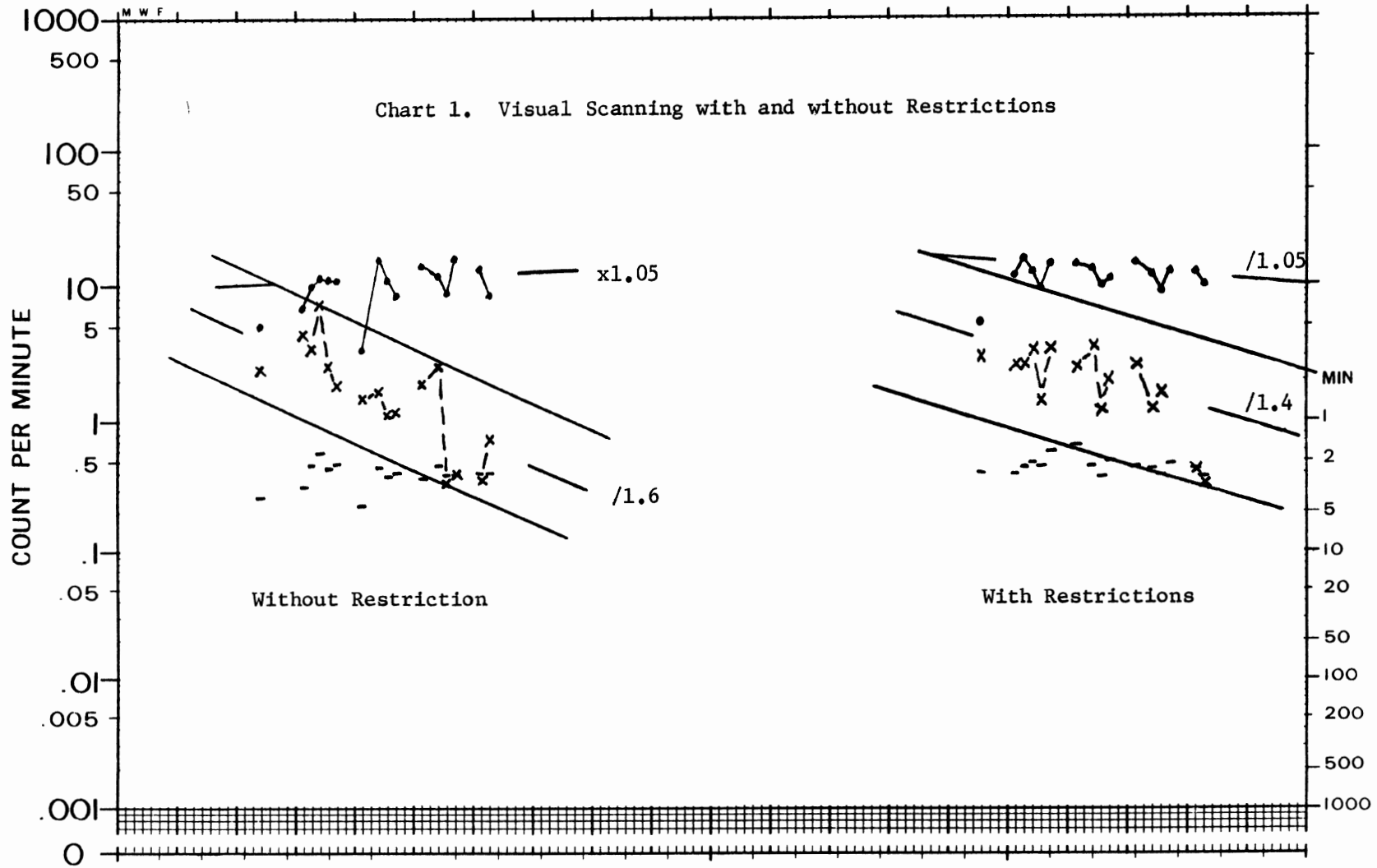
As can be seen, neither procedure was associated with a stunning correct celeration (overall, approximately, X1.05 for the "without restriction" and about /1.05 for the "restriction").

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

CALENDAR WEEKS

8 Nov 81 DAY MO YR 6 Dec 81 DAY MO YR 8 Nov 81 DAY MO YR 6 Dec 81 DAY MO YR



74

Miller, Trudy and Merbitz, Charles. Hemianopsia Rehabilitation. *Journal of Precision Teaching*, Volume III, Number 2, Summer, 1982.

SUPERVISOR			CALENDAR DAYS			AG 81		42		see/mark vowels	
C. Merbitz		T. Miller				BEHAVIOR		AGE		LABEL COUNTED	
ADVISER		MANAGER				TM					
Rehabilitation Institute of Chicago			Chicago, Illinois			CHARTER					
DEPOSITOR		AGENCY		TIMER		COUNTER					

"without restriction" method. Of course, the statistic κ may be used to measure the variability (Johnston & Pennypacker, 1980) if desired.

REFERENCES

Diller, L., & Gordon, W. A. Interventions for cognitive deficits in brain-injured adults. *Journal of Consulting and Clinical Psychology*, 1981, 49(6).

Johnston, J. J., & Pennypacker, H. S. *Strategies and tactics of human behavior research*. Lawrence Erlbaum Associates, Hillsdale, N.J., 1980.

Trudy Miller is a speech-language pathologist in the Department of Communication Disorders and Charles Merbitz is a research associate in the Learning Research Unit at the Rehabilitation Institute of Chicago, 345 East Superior Street, Chicago, Illinois 60611 (312-649-6000).

MOTHER AND DAUGHTER LEARNING TOGETHER

Bob Bower and Catherine Hildebrandt
Wayne State College

Mindy is a 3 year old girl who likes to help her mother in the kitchen. The following is a description and a picture of Mindy learning to set a table for four. Sessions were conducted daily at 2:00 p.m. Initially toy dishes, cups and saucers were used. A correct placement included a large plate, saucer, cup, knife, fork and spoon.

On Day 1 Mindy set three plates correctly (see Chart 1). By Day 7 it was realized that knife, fork and spoon placement needed work. Starting on Day 8, correct utensil placement was drawn on the placemats. Her mother also told her that if the table could be set completely in one minute, Mindy could have a tea party with her three friends (two dolls and her mother). On Day 8, Mindy also started play practicing tea parties on her own with her dolls. Day 11 was significant for two reasons: (1) it was the first time that she put all the silverware in one hand to set the table, and (2) she reached the aim and had her tea party.

On Day 14, a placemat and napkin were added to the place settings. The aim was reached on the next two successive days. Real dishes were substituted for plastic dishes on Day 21. A performance jump down of $\frac{1}{3}$ was followed by a celeration of X2.3. The aim for setting real

dishes was set at 20 per minute because the dishes were heavier and therefore she needed to make more trips around the table.

Mindy was very methodical about her placements. Large plates, cups, and saucers were placed first and silverware placed last. In addition to the learning that took place, both Mindy and her mother enjoyed the time together.

Bob Bower is an assistant professor and Catherine Hildebrandt is a student at Wayne State College, Wayne, Nebraska 68787.

CELTIC PRIDE: A FUNCTIONAL DEFINITION

Jim Pollard

Merrimack Assessment and Diagnostic Center

New England basketball fans enthusiastically supported the Boston Celtics on the way to completing their third consecutive season with the best won/lost record in the National Basketball Association. Last October their fourteenth World Championship banner was hoisted to the rafters of the venerable Boston Garden. Last season Celtic players were highly visible throughout the media endorsing everything from sneakers to McChicken sandwiches and supporting several charitable organizations. When my then 22-month-old son, Patrick (known around the house as "Packy"), came across a team photograph in a Sunday newspaper supplement he began to see/say point out the three players he recognized from the ads and public service spots and asked me to tell him the names of other players less familiar to him. Every day for two weeks I'd arrive home from work to find Packy clutching the photograph and asking me to listen to him name the Celtic players.

As an avid Celtic fan and Precision Teacher, I couldn't resist the technology. Many Greater-Boston Charters have rediscovered flashcards via the Lindsley grapevine. I xeroxed seven copies of the team picture, cut out the faces of the players, coaches, trainers, general manager and owner, and pasted them onto 2.5 x 3" cards to make Packy a deck of 119 Celtic flashcards depicting 17 different team members. I set an aim of 42 correct a minute with no errors based on my own performance and the performance of two other adult season-ticket Celtic fans.

The cards were accessible to him throughout the day and he would see/name them while playing alone or with his 3 year 9 month old brother Jimmy. Packy practiced the cards two or three minutes daily with me presenting them at a pace