

"without restriction" method. Of course, the statistic  $\kappa$  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.

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#### MOTHER AND DAUGHTER LEARNING TOGETHER

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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.

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#### CELTIC PRIDE: A FUNCTIONAL DEFINITION

**Jim Pollard**

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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

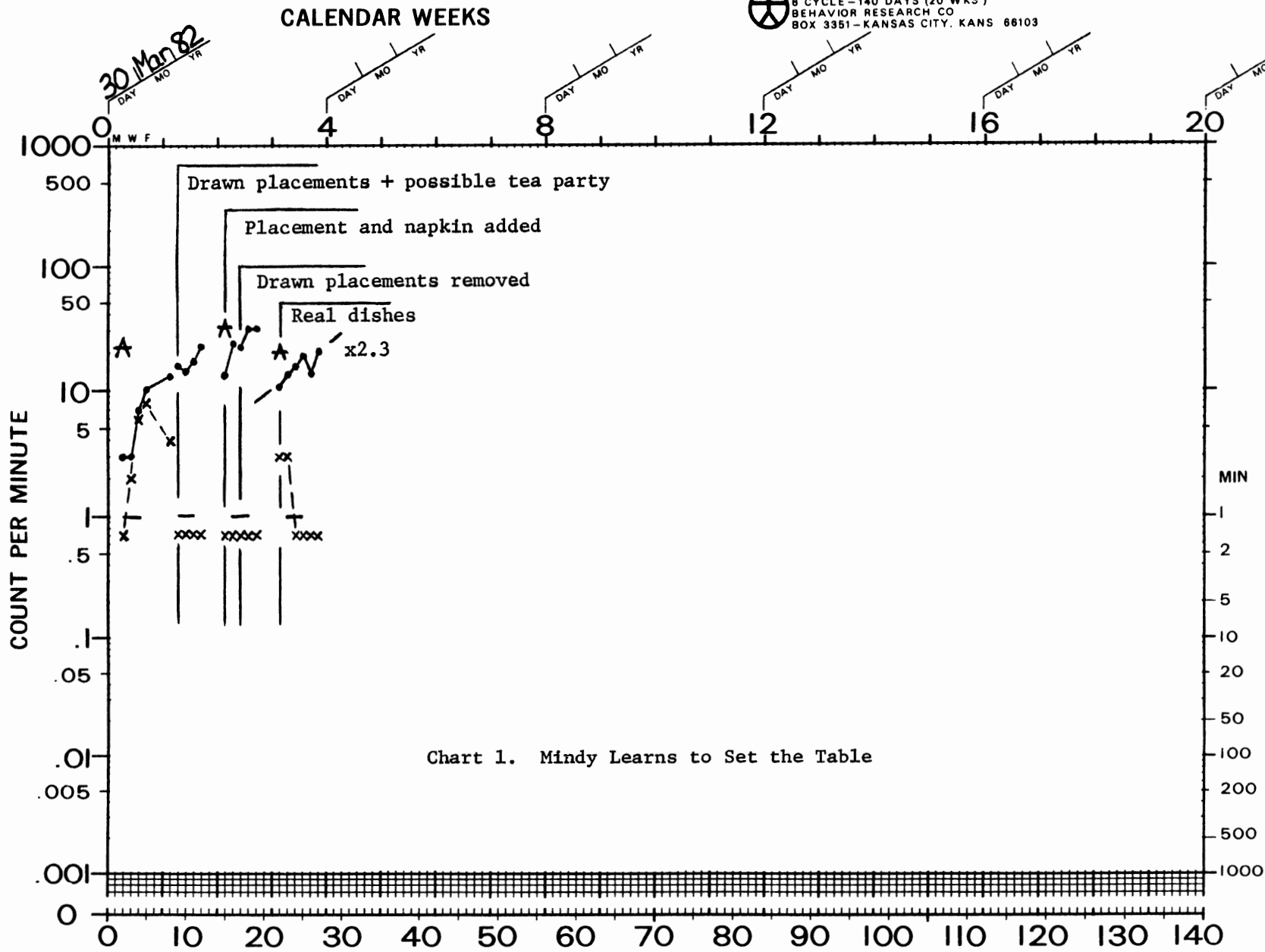


Chart 1. Mindy Learns to Set the Table

Bower, Bob and Hildebrandt, Catherine. Mother and daughter learning together, *Journal of Precision Teaching*, Volume III, Number 2, Summer, 1982.

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R. Bower		C. Hildebrandt		SUCCESSIVE CALENDAR DAYS				Mindy	3	places items
SUPERVISOR	ADVISER	MANAGER					BEHAVIOR	AGE	LABEL	COUNTED
Wayne State College		Wayne, Nebraska						in the correct position		
DEPOSITOR	AGENCY		TIMER	COUNTER	CHARTER					