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Thanks to Susan for sharing her information. Anyone else who is excited about what they are doing in either teacher training or curriculum development, please write to:

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or

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and we'll try to pass on the information to the readers of JPT.

#### **HABILITATION/REHABILITATION**

**Carl Binder and Charles Merbitz**

At the Merrimack Special Education Collaborative (MSEC) in Chelmsford, Massachusetts, therapists of various disciplines have been using the Standard Celeration Chart for a number of years. Under the leadership of Jim Pollard, the program's director, all educational and therapeutic efforts have been Chart-based. Linda Burgoyne, Speech Therapist, Cathy Connors and Sally Siciliano, OTR's, and Sue Imbiglio, RPT, have worked with teachers at the center to create a truly transdisciplinary data base.

A great deal of energy at MSEC has been devoted to the development of 5-10 day diagnostic assessment procedures across all disciplines. Analyzing communication skills, fine motor skills (including ocular motor and oral motor), gross motor movement, and all kinds of self-care and academic skills into sets of elements, the MSEC staff conduct brief (usually 15 or 30 sec.) timings on each of a set of skills for 5 to 10 consecutive school days. (In fact, Jim Stirling, MSEC's highly skilled assessment specialist, actually conducts most of the timings.) On the basis of celerations, and comparisons between skilled performance standards and clients' performance levels, the therapists are

able to pinpoint appropriate therapeutic objectives and provide extremely fine-tuned information to teachers, parents, administrators, etc.

The development of precision diagnostic assessment at MSEC led to the opening of the Merrimack Diagnostic Assessment Center in June. The center offers a variety of assessment and consultation services and competes directly with such prestigious, but comparatively primitive assessment services (e.g., checklists and categorical diagnoses) as are offered by Children's Hospital in Boston and other more medically oriented facilities. If it "sells," MSEC's assessment service could represent a major step forward in the habilitation/rehabilitation field.

For further information contact:

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and Diagnostic Center  
101 Mill Road  
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#### **COMPUTERS**

**William Working, Stephen Graf,  
and John Eshleman**

At the 1982 Association for Behavior Analysis meetings in Milwaukee, there were several sessions devoted to merging technologies. One addressed the issues involved in merging PT and DI (Direct Instruction). In another, Lindsley pointed up some of the things he is doing about merging PT and microcomputer technology. Our column this time describes some of the experiences of using five Atari 800 microcomputers in the Gainesville Academy—a private K—12 school in Florida. Elizabeth Nancarrow and her teaching staff have taken the first steps in what is probably a long road toward using both PT and microcomputer technology to maximize both student and teacher learning and achievement.

The Atari's were installed in the school last fall. They form a small network that accesses two disk drives and an Epsom MX 80 printer. One of the first decisions facing you when you get microcomputers, is where to put them. Gainesville Academy put all of the micros in a small alcove beneath the stairway by the main school entrance. The alcove has a window on one wall, giving pleasant lighting. All five computers are close together facing a wall 90 degrees from the window. There are no separators between computers, so the children may talk with each other freely and look at the