

Even with these unanswered questions, we are happy about the results of these changes in the Precision Teaching course. We get less arguments about "how to do this stuff with 30 children"; there are typically 30 in the course. Teachers seldom say "this is fine for math facts, but how would you monitor more complex curriculum"; not one of them had suggested that learning Precision Teaching is simple. The timings are typically a time of excitement, and active learning. Try it, you'll like it.

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Chart-sharing

TRY and TRY AGAIN

Betty Dunn
Florida State University

This article discusses a project that was done as a class assignment at Florida State University. The project revealed that Precision Teaching can be a learning experience for both the student and the teacher.

The subject chosen for the project was an illiterate adult male who was being tutored at the F.S.U. Reading Clinic. Survival words such as danger, stop, open, warning, and wet paint were chosen to be taught because the client was having difficulties learning and remembering these words.

The client would see one of 20 survival words printed on a 3X5 index card and then say the word. A one minute timing was taken for 12 sessions and his correct and incorrect rates were charted on a Standard Behavior Chart. The words were taught by drill, modeling, and/or novel games immediately after the timing.

A phase change was introduced after six sessions. The words were reviewed **before** the one minute timing. Reviewing consisted of showing the word card and asking, "What does this say?" If the client answered correctly, the

next card was shown. If the client answered incorrectly, he was asked, "What letter does this word begin with?" and "What sound does that letter make?" He was again asked to say the word. If he answered incorrectly the word was pronounced by the teacher and himself three times. Each word missed during review would be repeated until the client read it correctly.

A second phase change was implemented after nine sessions because the incorrect frequency was still high. This phase change involved reducing the number of words shown to the client. A stack of ten words was repeated for one minute. The client was also encouraged to say the words as fast as he could. Instruction at this time included a game that involved showing each word card for only two seconds. The word card was lifted from underneath the table to the top of the table edge, held there for two seconds, and then moved back underneath the table and out of sight. This phase change helped the client say the words instantly on sight rather than analyzing each letter in the word.

Before doing this project I knew that charting was very valuable but I didn't realize how important and helpful it could be to my teaching. Charting provides a learning picture. Instructional decisions can be based on this picture rather than on opinions. I seriously do not think that I would have made these two phase changes if I had not plotted the data on a Standard Behavior Chart.

I also realize that learning about charting is not the same thing as doing it. The more you chart the better you become at it. Charting makes you a better teacher each time you do it. So, keep on charting and try and try again.

Betty Dunn is a student of Mark Koorland's at Florida State University. Her residence is 440 Summerlin Ave., Sanford, Florida 32771.

PHASE CHANGES LEAD TO SUCCESS

Melony Randolph
Florida State University

I started tutoring Tracey in reading several months ago at the F.S.U. Reading Clinic. His diagnostic data revealed that he had a significant weakness in comprehension. I also observed that he was exceptionally slow in oral and silent reading. I therefore began to remediate Tracey in comprehension skills and reading speed. I decided to remediate by using a precision measurement technique that would



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CALENDAR WEEKS

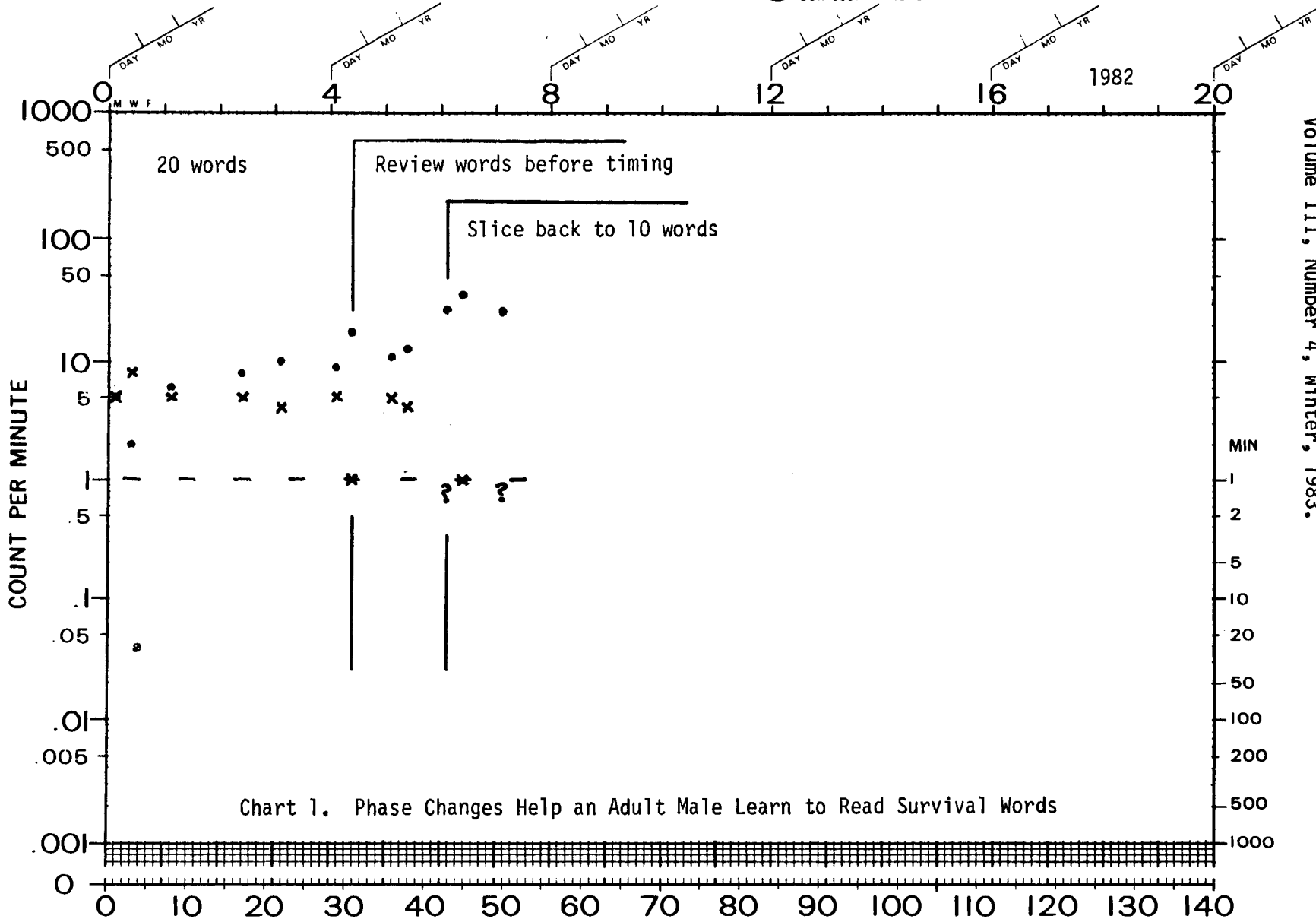


Chart 1. Phase Changes Help an Adult Male Learn to Read Survival Words

Dunn, Betty. Try and try again. *Journal of Precision Teaching*, Volume III, Number 4, Winter, 1983.

M. Koorland		B. Dunn		SUCCESSIVE CALENDAR DAYS		(adult male)		reads	
SUPERVISOR	ADVISER	MANAGER				BEHAVIOR	AGE	LABEL	COUNTED
Florida State University	Tallahassee, Florida							survival words	
DEPOSITOR	AGENCY	TIMER	COUNTER	CHARTER					