

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.

---

Marie Eaton and Sheila Fox are special education faculty members at Western Washington University, Bellingham, Washington 98225.

## 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

measure both of these skills at the same time. Tracey was given sixty seconds to complete as much of a modified cloze paragraph as he could within that period of time. Tracey plotted the number of correct and incorrect words that he wrote in the cloze paragraph on a Standard Behavior Chart. He did not find the chart difficult to understand or read, as I kept his record floor at a constant one minute. The Standard Behavior Chart made it easy for me to evaluate Tracey's progress, therefore, my daily instructional planning was also simplified. The timing became the highlight of our tutoring session. Tracey became very much involved pinpointing his own results and watching his progress. He actually enjoyed the challenge of beating his score from the previous day.

#### Baseline

For two days, September 20th and 23rd, I collected baseline data. I made up a different modified cloze paragraph on the 5.0 reading level, with four words from which he could choose his answers. I gave this paragraph to Tracey and instructed him to read it silently as he completed filling in the blanks with the correct words. I timed him for sixty seconds without him being aware of my actions. I followed this procedure for two days; the results were 3 correct and 0 incorrect on both days.

#### Phase Change 1

On September 27th, I gave Tracey another modified cloze paragraph and he was instructed to complete the paragraph as fast as he possibly could. I let him know that I was timing him for sixty seconds. I found it necessary to let Tracey complete the entire paragraph, as I made a mental note of how many he had completed at the sixty second mark. I revealed to him how many he had completed within sixty seconds after he had completed reading and writing. He proceeded to plot on the chart his number of corrects and incorrects. Tracey's results for both September 27th and September 30th were 3 corrects and 1 incorrect. These scores revealed a decrease in learning. He was not scoring at his dynamic aim (the minimum score he could receive without having to make a phase change). So, a phase change was necessary.

#### Phase Change 2

I decided to increase the probability of Tracey selecting the correct answers. I did this by eliminating 2 of the 4 choices he had previously been given. His probability of choosing the correct answer was now 50%, instead of 25%. I changed only that part of my procedure and kept the rest of the program the same. This technique increased Tracey's number of corrects

and decreased his number of incorrects. On all 3 days, October 4th, 7th, and 11th, Tracey answered 4 blanks correctly and 0 incorrectly within sixty seconds. His current frequency improved, but then leveled off. A phase change was needed. Tracey had chosen his reinforcers and seemed to enjoy receiving them at the end of each session that he increased his correct frequency. Therefore, I assumed that the problem was in the programmed event.

#### Phase Change 3

Tracey had gotten off to a slow start and I was beginning to notice a decrease in his motivation to do the timings. I sensed that this phase change had to make a difference in his learning or all would fail for him and myself. I decided to introduce the skill previewing. Previewing is defined as any method which enables a child to read or listen to a selection prior to instruction and/or testing. I gave Tracey fifteen seconds to look over his paragraph and answers. He was allowed to ask for help with mispronunciations during the previewing period. He was instructed to stop previewing after fifteen seconds and to begin completing the paragraph, as I timed him for sixty seconds. He was also reminded to work as rapidly as possible because he was being timed. Everything in the program remained constant, with the only difference being the introduction of the previewing skill. This technique appeared to make the difference. He reached his static aim on the first day that previewing was implemented. We were both ecstatic. For 3 consecutive tutoring sessions, October 13th, 18th, and 21st, Tracey scored 6 corrects and 0 incorrects. We had finally found a technique to help Tracey increase his frequency of selecting and reading the correct words. He was reading more rapidly because he did not have to stop and dwell on individual words that he could not pronounce. Tracey was off and running to his long awaited reinforcer, PLATC. PLATO is a computer system which consists of different instructional activities.

#### Maintenance

We only had a few weeks left of our tutoring sessions, so I decided to do a maintenance check once a week for the remaining 3 weeks. Tracey maintained his static aim for the weeks of October 25th, November 1st, and November 8th.

---

Melony Randolph is a student of Mark Koorland's at Florida State University. Her residence is 1303 Ocala Road, Apt. 223, Tallahassee, Florida 32304.



CALENDAR WEEKS

19 Sep 82  
 DAY MO YR

17 Oct 82  
 DAY MO YR

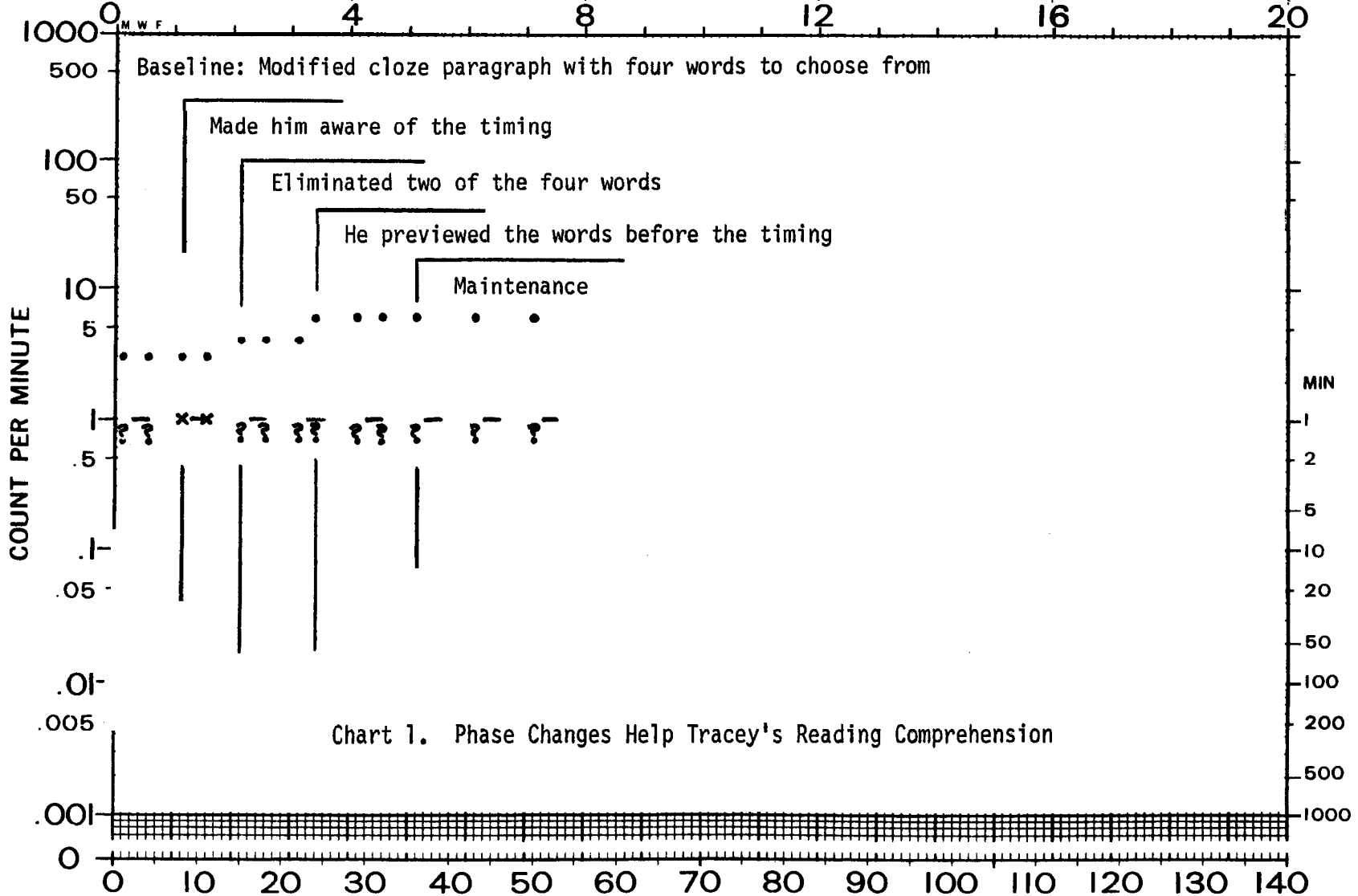


Chart 1. Phase Changes Help Tracey's Reading Comprehension

Randolph, Melony. Phase changes lead to success. *Journal of Precision Teaching*, Volume 11, Number 4, Winter, 1983.

99

Palmer	Lang Koorland	M. Randolph	SUCCESSIVE CALENDAR DAYS	Tracey	11	circle answers
SUPERVISOR	ADVISER	MANAGER		BEHAVIOR	AGE	LABEL
DEPOSITOR	AGENCY	Tallahassee, Florida	TIMER	COUNTER	CHARTER	COUNTED