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Chart-sharing

A COMPUTERIZED MATH DEFICIT REMEDIATION

Donna McCarthy-Jensen
Kenneth U. Campbell
North Marion Middle School

Paul is a twelve year old learning disabled student. He came to the North Marion Middle School resource room for daily instruction over a three-month period last winter until his family moved out of the school district.

In assessing his math skills, we found that Paul was proficient in basic addition and subtraction facts. He understood the concept of multiplication, but made many errors in see-say multiplication facts.

We had access to Radio Shack's TRS-80 hardware and John Trifiletti's Spark 80 Computerized Courseware for Instruction in Mathematics. This software program presents basic math skills in a Precision Teaching format. Individual skills are timed, with the number of correct and incorrect digits typed per minute recorded. When an incorrect answer is typed, the student is instructed to try the problem again. If a second incorrect answer is typed, the machine flashes the correct answer.

Paul had access to the computer for an eight to ten minute time period four days per week. He was put on the random X2 drill in January. As seen on Chart 1, Paul began in the acquisition stage of learning, completing 29 digits correctly with 12 errors in one minute. After four days with no sign of improvement, an intervention was made: Paul was told that he could earn "computer game time" if his corrects went up and his incorrects went down. Over four weeks, Paul's corrects accelerated at the rate of X1.3 per week to 50 digits per minute. This correct frequency was almost exactly the same as his multiplication tool movement frequency. His incorrects decelerated during the first week and "leveled off" at about three per minute.

We are very excited by the results of computerized instruction skill drills. Precision Teaching programs can take a student to proficiency if the prerequisites for learning the specific skill exist. Perhaps best of all, students enthusiastically approach each computer session.

Donna McCarthy-Jensen and Kenneth U. Campbell are resource teachers in Exceptional Student Education at North Marion Middle School, Citra, Florida 32627.

SELF-COUNTING IN THE TREATMENT OF GILLES DE LA TOURETTE SYNDROME

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Gilles de la Tourette syndrome is characterized by a high rate of involuntary physical tics and utterances which are often vulgar. The subject in this investigation was a 12 year old student who suffered from this condition. His classroom behavior was adversely affected by a high rate of utterances of an expletive. As indicated on Chart 1, an observer recorded the number of times this word was said during a 50 minute class period. An initial baseline phase was

CALENDAR WEEKS



DAILY BEHAVIOR CHART (DCM-9EN)
 6 CYCLE - 140 DAYS (20 WKS)
 BEHAVIOR RESEARCH CO.
 BOX 3351 - KANSAS CITY, KANS 66103

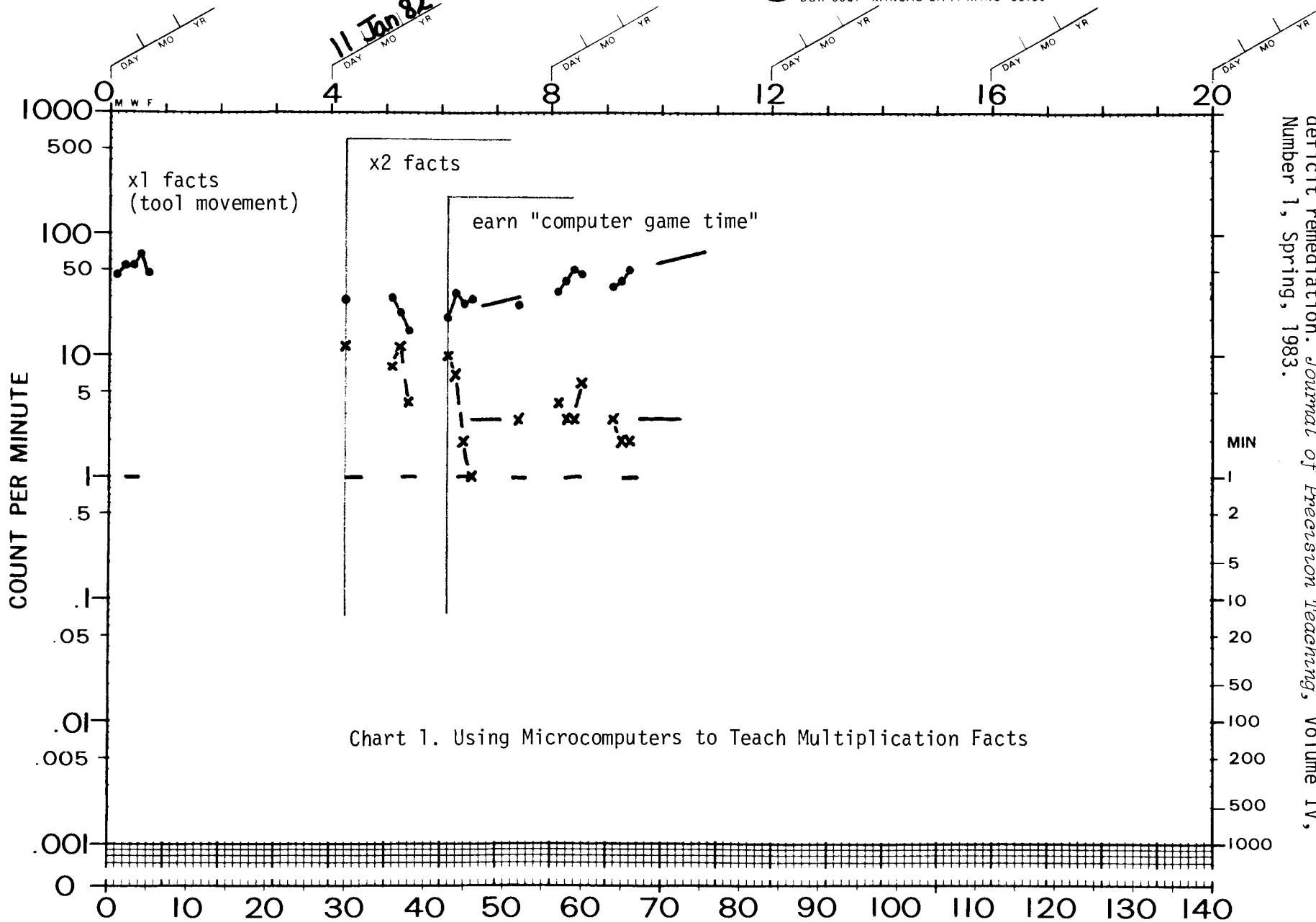


Chart 1. Using Microcomputers to Teach Multiplication Facts

McCarthy-Jensen, Donna and Campbell, Kenneth U. A computerized math deficit remediation. *Journal of Precision Teaching*, Volume IV, Number 1, Spring, 1983.

SUCCESSIVE CALENDAR DAYS

Paul	12	types digits
BEHAVIOR	AGE	LABEL
D. M-J.	on a microcomputer	COUNTED
CHARTER		

SUPERVISOR	ADVISER	MANAGER
North Marion Middle School	Citra, Florida	
DEPOSITOR	AGENCY	TIMER
		COUNTER