

About PT

CURRICULUM

Marie Eaton

NOTES FROM THE EDITOR

Patrick McGreevy

Welcome to Volume IV of the **Journal**. If you are a new subscriber, a special welcome goes out to you.

The **Journal** needs manuscripts and chart-sharing articles. Don't be hesitant to submit your material.

We will be experimenting with a few modifications to our review policy. The modifications are indicated in bold print. Each formal manuscript will be sent to a primary reviewer. This person, along with two others designated by her/him, will review the manuscript. The review process is "blind." Each reviewer will make suggested changes on the manuscript and select one of the three options: (1) I recommend publishing the manuscript "as is"; (2) I recommend publishing the manuscript after the suggested changes are made, or (3) I do not recommend publishing this manuscript. The primary reviewer will consolidate the reviews. If all three reviewers select option (1), the manuscript will be sent to the editor for publishing in the next available issue. If two or more reviewers select option (3), the manuscript will be rejected and will be returned to the author(s). If two reviewers select any combination of options (1) and (2), the primary reviewer will consolidate the suggested changes on one copy. **S/he will contact the editor and learn the identity of the author(s). The primary reviewer will then be responsible for working with the author(s) to see that these changes are understood and incorporated into a revision of the manuscript. Once this revision is approved by the primary reviewer, it will be sent to the editor for publishing in the next available issue.**

These modifications will continue to insure a "blind" review while increasing the important information that is shared in **JPT**. It will also help each of us become better Precision Teachers.

If articles that include the Standard Celeration Chart or make reference to Precision Teaching are published in other journals or books, please let us know so that we can pass the information along to our readers.

One of the interesting topics of discussion at the recent Precision Teaching Conference in Orlando was the use of SAFMEDS to teach adults and children basic content for a variety of courses. SAFMEDS are a variation on the old flashcards that we used to learn our math facts when we were in grade school. Ogden Lindsley coined the new term to avoid any old learned behaviors we may have retained in the use of flashcards and to remind us how to use the cards. SAFMEDS stands for **Say All Fast Minute Each Day Shuffled**. Ogden Lindsley, Bob Bower, Steve Graf and others have been using SAFMEDS for quite a while to help their students in college courses. During the discussion, some of the folks offered to share the SAFMEDS they have prepared with others who are teaching similar content.

Below is a listing of some of the SAFMEDS that those who were attending were interested in snaring. Others did not find the time at the conference to give me their lists. If you are using SAFMEDS at any level of curriculum and are willing to share them with others, please send a listing of the topic areas and the number of items you include. The items do not have to be in card format. Send them to: Marie Eaton, Department of Education, Western Washington University, Bellingham, WA 98225 and we'll list them in the next column.

Mada Kay Morehead
Washington School District
8610 N 19th Ave
Phoenix, AZ 85021

Probe Construction (100 items)
Formative Evaluation (120 items)
Direct Instruction (100 items)
Reading, Math, Spelling, Handwriting,
Language Sampling (100 items)

Jim Pollard
Merrimack Special Ed Collaborative
101 Mill Road
Chelmsford, MA 01824

Fractions, Decimals & Minute/
Second Equivalents
Teaching Self Care and Chaining
Skills (Back chaining, cueing,
prompting, practice, toileting)
Physical Therapy (how physically handicapping
conditions impact on instruction)
Orientation (the agency's policy manual)
National Electric Code
The Intel 8080 Microchip (CPU) Manual TSI
Personal Computer Manual

Claudia McDade
Chuck Olander
Center for Individualized Instruction
Jacksonville State University

SAFMEDS for the following courses:
Psy 300 Intro to Behavioral Statistics
Psy 335 Personality Theories
BY 360 Pathophysiology

Marie Eaton
Sheila Fox
Western Washington University
Bellingham, WA 98225

Precision Teaching Vocab (50 items)
Movement Cycle Vocab (45 items)
Probe Construction (40 items)
Learning Hierarchy (40 items)
Celeration - Read slopes
Celeration - draw slopes
Data Decisions
Is intervention needed? (40 items)
Data Decisions
Choose intervention (40 items)
Principles of Behavior (40 items)

COMPUTERS

Bill Wolking, Steve Graf & John Eshleman

Active exploration and debate typifies the interface between Precision Teaching and microcomputer technology. One thing is clear, Precision Teachers are not going to make an automatic, knee-jerk jump to microcomputer technology. They want to make sure that the benefits gained are not outweighed by liabilities, particularly in terms of constraints on free operant movements. Many microcomputer programs present tasks at rates which place severe limitations on the student's ability to respond fluently. However, some program-computer combinations are capable of presenting problems at well above 300 per minute--ample for the full development of fluency and its side benefits for many academic skills.

More and more Precision Teachers showed an interest in, or use of, microcomputers at the 1983 Precision Teaching Winter Conference in Orlando. Og Linsley continued to promote the Apple II+ as the standard microcomputer for Precision Teachers. John Eshleman presented some stimulating work on a program capable of changing contingencies of reinforcement as a consequence of the student's performance and learning. Educational software which learns as a function of student performance is an important trend. Precision Teachers are probably the only

ones with measurement technology sophisticated enough to support the development of functional self-modifying instructional software. Steve Graf and Jack Auman presented the latest version of their program to enable teachers to practice data-based decisions in a greatly condensed time framework. Bill Wolking demonstrated the use of "visi-calc type" programs for analyzing and summarizing information on large quantities of Precision Teaching data. Student teaching outcome data can be conveniently digested by supervisors and used to set new contingencies for student teachers with this program.

Charles Olander and Claudia McDade presented their latest work applying direct, continuous and frequency-based measurement technology to a university learning center. Chuck Meritz showed how to rig a hand-held microcomputer to be the brains of a system for automatic data collection on movement frequencies and patterns for the physically disabled. Chuck's work demonstrates one more way to get sophisticated and relevant data on important problems in natural settings.

A popular event at the PT Winter Conference was a "microcomputer program share session." Ray Beck has an Apple II+ program to generate curriculum slices using either words, sentences or math facts. This program is easy to use and should be of great help to teachers who need to generate original curriculum slices for their students and eliminate memorized first rows. (Ray Beck, Director, Great Falls Precision Teaching Project, Box 2428, Great Falls, Montana 59401) Nearly 600 references on PT covering the years between 1964 and 1982 are available on an Apple II+ diskette from John Eshleman. Books, journal and newsletter articles are included. AppleWriter is used to print these files. (John Eshleman, Celerationware, 1064 VanVoorhis Rd., Morgantown, WV 26505) Michele Buss will share a TRS-80 (mod III) program that provides practice, timings and printed reports of progress in learning PT facts and names. About 350 terms and facts are included with the program. Add your own terms or use for other items. (Michele Buss, Special Education, Univ. of Florida, Gainesville, FL 32611)

There were games galore at the program share session. One girl was having a good time playing with Verb Vipers, a Developmental Learning Materials publication. This and other programs in the series combine the fun and speed of arcade games with educational skills content. See Chaffin, Maxwell & Thompson ARD-ED Curriculum, *Exceptional Children*, 1983, 49(2), 173-79. More on this series in future columns.

Happy microcomputing! Keep sending your latest info on PT and microcomputing to: Bill Wolking,