

Special Education, Univ. of Florida, Gainesville, FL 32611.

## REHABILITATION

**Carl Binder and Charles Merbitz**

Greetings to Precision Teachers in Rehabilitation! We have just finished the Third Annual Precision Teaching Winter Conference in Orlando, Florida (March 9-12, 1983), and as always it was exciting and instructive to meet. In addition to the presentations that were labelled "rehabilitation," Charted data from other contexts offered lessons for rehabilitation as well. The communication of the Standard Celeration Chart again vastly transcends the labels we use to divide people.

Coming up next is the Ninth Annual ABA convention, in Milwaukee. Let us see a lot of Precision Teaching presentations, symposia, and meetings at this ABA and even more at the next. Also, as long as you'll be in Milwaukee, why don't you come to Chicago a day before ABA and tour the Rehabilitation Institute? Call or write Chuck Merbitz if you could make a pre-ABA visit.

Finally, we want your suggestions, comments, and concepts for this column. You don't have to be formal--a postcard will do. Send material to either of us!

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## ADMINISTRATIVE CHARTS

**Skip Berquam, with lots of help from Tom Anderson, of Port Angeles, Washington, Gary Meyerson, of Poway, California, and Abigail Calkin, somewhere in Kansas**

The Third Annual (Final?) Precision Teaching Winter Conference in Orlando is history, and in the coming months I predict you will see the phrase "...at the Winter Conference in Orlando..." appear in these pages between 6 and 12 times (x2 is normal range, right Owen?), judging by the number of references made after the first two Winter Conferences (yes, Miss Buslee, that was all one sentence [Miss Buslee was my high school

English teacher (who wasn't 100% successful in teaching me composition and grammar)], which is a good indication that some worthwhile ideas were exchanged (I personally exchanged several of my own ideas), and that the Conference serves to promote communication. (I know, thank goodness for a period.) [I wouldn't touch that line with a ten foot pole (not to mention a seven foot Czech)]. Thanks to Ron and everyone in Orange County for a job well done, and for your kind thoughts and regards. I should be back to work in a month or so.

During the Conference I had the opportunity to visit with several precision administrators, to discuss administrative data, and countable behaviors (yes, I suppose all behaviors are countable). The following composite list of behaviors is the result of sharing by a number of people. I have tried, rather unsuccessfully to this point, to provide a structure or organization to the list. I'm sure that structure is a logical next step, and will be forthcoming. For now, I will merely relate the list we have to date.

1. Classrooms visited.
2. Student discipline contacts.
3. Parent contacts.
4. Teacher contacts.
5. Phone calls; number and duration.
6. Paperwork forms sent home.
7. Referrals for special help.
8. Parent conferences.
9. Number of teacher/administrator meetings.
10. Duration of meetings.
11. Administrative interruptions of classrooms.
12. Teacher absences.
13. Student absences.
14. Health/accident referrals.
15. Number of days with no discipline problems.
16. Hours/meetings for staff development.
17. Number/type of comments at staff meetings.
18. Parent/community visitors to school.
19. Volunteer hours.
20. Minutes per day spent on professional reading/writing.
21. Number of teachers charting.
22. Number of suggestions to try charting.
23. Number of non-mandated procedures or programs in use.
24. Positive/negative statements in teachers' workroom.
25. Lunch count, free lunch, cold lunch, etc.
26. Grade distributions.
27. Supply use, such as ditto paper, pencils, etc.
28. School bus riders, problems, distances.
29. Enrollments by grade, school, area, district.
30. Number of reports and memos.
31. Special activity participation; band, athletics, etc.
32. Testing data.
33. Budget data; accounting, projections.
34. Amount of copy paper (or other supplies)

used.

35. Amount of time spent at computer.
36. Number and type of decisions made.
37. Library use: Number of books checked out; number of users; overdue books; lost books; periodicals.
38. Birth rates and enrollment projections.

There are, of course, categories of administrator behavior that would group these pinpoints. As those categories are defined, they will elicit more pinpoints for each of them. Some of these pinpoints are a self management type of behavior. (See Carl Binder's Data Sharing Newsletter, and Abigail Calkin's work on inner behaviors for some excellent information on this topic.)

In choosing a pinpoint, it probably makes sense to identify the general area of concern. This will help specify the pinpoint. If, for example, home/school or community/school communication is of major concern, several pinpoints come to mind. Number of newsletters or reports, number of phone calls initiated, number of parent meetings scheduled, number of school visitors--each of these could help monitor communication.

One of the keys to making use of data is the way it is organized or sorted. In counting any of the above pinpoints or related behaviors, it may be very meaningful to keep track of things like positive or negative, time of day or day of week, subject being taught, weather conditions; details about the setting that could better describe the pinpoint should be recorded.

If you are a manager or administrator reading this column, presumably you are a data oriented person. How about sharing some of your ideas on counting? If you are a teacher or other professional with a supervisor who is not a "counter," start a project for your supervisor that illustrates the effectiveness of some direct data.

Next issue: Improving administrator behavior using the Standard Celeration Chart, a balance beam, and the Solunar Tables.

### CALL FOR PAPERS

This is a request for submission of manuscripts to be considered for publication in a topical, edited volume on Precision Teaching. The topic for Volume I of this series concerns the general effects of a Precision Teaching model of instruction.

Data-based manuscripts concerning experimental studies or comparisons of results between a Precision Teaching model and other instructional

models will be considered. For the purposes of this volume, a Precision Teaching model is one which uses one or more of the following components:

- (1) Practice and measurement strategies based on frequency of response;
- (2) Chart-based monitoring and feedback;
- (3) High frequency performance;
- (4) High rate of growth.

Data concerning the following populations are of interest:

- (1) The mildly handicapped;
- (2) The more seriously handicapped;
- (3) Pre-school and public school classes;
- (4) Vocational settings;
- (5) College and graduate courses;
- (6) Adult education and training;
- (7) Technical training.

The following types of manuscripts would generally not be appropriate for the current volume:

- (1) Individual or small N studies, unless specific comparisons have been made between Precision Teaching components and other instructional strategies;
- (2) Studies using Precision Teaching methods to compare or evaluate the effects of different materials or procedures.

Please submit manuscripts or a prospectus with sample data to the editors of this monograph:

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### ANNOUNCEMENT

Researchers in Precision Teaching will present information on recent developments, including application with both mildly and severely handicapped populations. PRECISION TEACHING: COMPUTERS AND OTHER RECENT DEVELOPMENTS is a special workshop to be offered June 7-10, 1983, in Billings, Montana. Drs. Kathleen Liberty, Tom Lovitt and Ray Beck will be instructors. 3 credits available. Contact: Dr. Chris O'Connell-Mason, Institute for Habilitative Services, Eastern Montana College, 1500 N. 30th, Billings MT 59101-0298, (406) 657-2351. Registration \$60; continuing education credit \$90. Dorm space available at \$7/day.