

decided a Caesarean was the best idea. The doctors found Seth had no specific cause for the irregularity. Irregular heartbeats are found usually in middle aged adults as a result of one or more of three excesses: caffeine, nicotine, or stress. I did not chart my caffeine or nicotine consumption that summer but do know that I consumed 175mg. to 325mg. of caffeine per day (a cup of coffee contains 80 to 180mg.) (Guthrie, 1979), smoked about one pack of cigarettes per day, and had an unusual amount and intensity of stressful events. I have assumed while I was able to absorb all that without it affecting my pulse rate, the fetus was not able to do likewise. While the irregular heartbeat was not life-threatening to the fetus, the doctors did not know this until after delivery. In comparing Seth's chart to Pearson and Weaver's (1976) fetal distress charts, his fetal movement was still normal and showed no sign of distress.

In addition to counting fetal movement I also counted painful or cramping sensations. These included organ pressure, pain, cramps, and contractions. It is impossible to say if the increase in the last two weeks would have continued during the remainder of a full term pregnancy. It is possible that these counts coupled with the decrease of fetal movement could give some very positive and helpful indications of imminent delivery and/or fetal distress.

REFERENCES

- Dean, D. J. Personal communication, January through July, 1970.
- Edwards, D. D., & Edwards, J. S. Fetal movement: Development and time course. *Science*, 1970, 169, 95-97.
- Guthrie, H. A. *Introductory Nutrition*. St. Louis: The C. V. Mosby Co., 1979.
- Honeyman-Colvin, B. Personal communication, March, 1970.
- Lindsley, O. R. Personal communication, November, 1975.
- Liston, R. M., Cohen, A. W., Mennuti, M. T., & Gabbe, S. G. Antepartum fetal evaluation by maternal perception of fetal movement. *Obstetrics and Gynecology*, 1982, 60, 424-426.
- Pearson, J. F., & Weaver, J. B. Fetal activity and well-being: An evaluation. *British Medical Journal*, 1976, 1, 1305-1307.

HOW PRECISION TEACHING DECELERATED INAPPROPRIATE PHYSICAL CONTACTS

Kathleen Elrick
Alice Dye Maechtlen
Albuquerque Public Schools

I'd like to share the results of a Precision Teaching project conducted in a classroom for severely and profoundly handicapped children in a public elementary school. Melissa, a student in the classroom, was a very appealing child, but she was stubborn and somewhat unpredictable. She seemed to enjoy observing other students and their reactions to her behavior. The more her behavior disrupted the class, the happier she appeared to be. The main purpose of this project was to reduce her most disruptive behavior. I'll also report results obtained in a follow-up study nearly a year after the original intervention.

Melissa was a nine year old Down's Syndrome child in the severely retarded range. She disrupted most group activities with various inappropriate behaviors. The target behavior was labeled "inappropriate physical contacts." This broad target included hitting, kicking, pushing, poking, and pulling at other students or their clothing. These behaviors occurred most often during group activities, so intervention occurred and data were gathered at this time.

I used a counter to record each occurrence of the target behavior during 30 minutes of group activities daily. Before intervention data were gathered for a total of eight days. The three days of the first week showed a much lower frequency than was expected. It was the consensus of all who worked with Melissa that the second week's data were more typical of Melissa's actual behavior. For that reason the median frequency of that second week of the before intervention phase (1.4 per minute) was used in all comparison calculations.

I discussed the target behavior with the classroom teacher, who was serving as my advisor, and we agreed that the behavior was occurring at an unacceptable frequency. We then decided on an intervention procedure. Immediately after every inappropriate physical contact Melissa was removed from the group and given a brief explanation such as, "No, don't kick." She was kept away from the group for 30 seconds while I held her wrists so that she could not engage in any self-consequating activities. When she behaved appropriately in the group she received the natural consequences of group participation. She was also given verbal praise contingent on every five to ten minutes of appropriate behavior. As shown in Chart 1, this

CALENDAR WEEKS

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

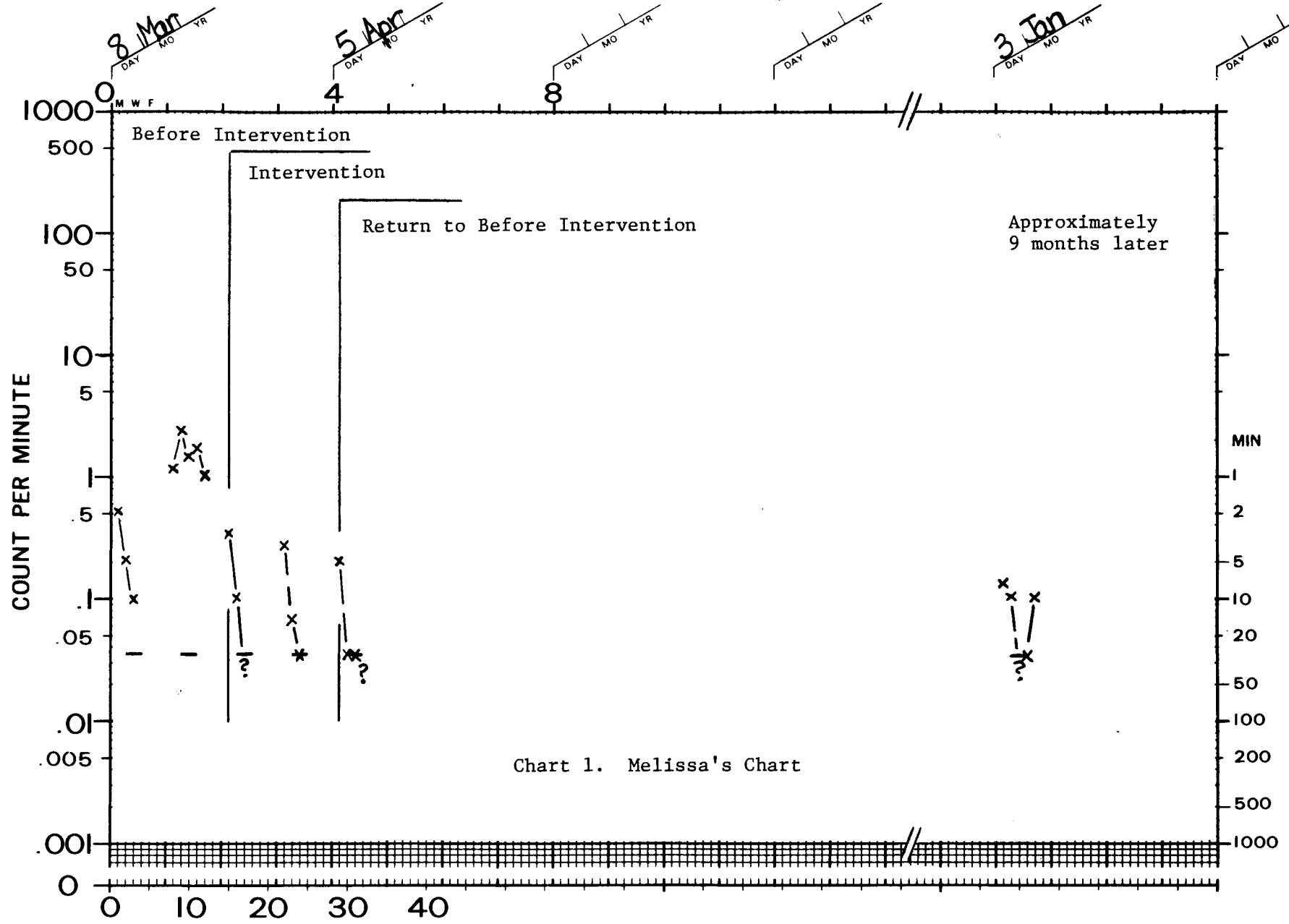


Chart 1. Melissa's Chart

Elrick, Kathleen and Maechtlen, Alice Dye. How Precision Teaching decelerated inappropriate physical contacts.

SUCCESSIVE CALENDAR DAYS

SUPERVISOR	ADVISER	Elrick	MANAGER	Melissa	9	makes inappropriate
Albuquerque	Public Schools	Albuquerque, New Mexico		BEHAVIOR	AGE	COUNTED
DEPOSITOR	AGENCY	TIMER	COUNTER	CHARTER		physical contacts

procedure produced rapid deceleration of the target behavior. By the end of the two weeks of intervention the behavior had decelerated to one occurrence in 30 minutes. This was a frequency divide of 40.

After the two week intervention phase we returned to the before intervention condition. I observed Melissa during the same periods, but I did not intervene. Melissa continued to receive the natural consequence of participating in group activities. The target behavior remained near the counting period floor.

Approximately nine months later I returned to the classroom to observe Melissa for a follow-up period. I counted the inappropriate physical contacts during 30 minutes of group activities daily for one week. During this follow-up phase I did not intervene. The median of 3 inappropriate physical contacts in 30 minutes corresponds with the long term observations of the classroom teacher. When compared with the last week of the before intervention phase, the frequency of inappropriate physical contacts had divided by 15. I was pleased to see Melissa participating and appearing to enjoy the group activities. This new pattern of appropriate behavior was verified by the classroom teacher through anecdotal information and Standard Celeration Chart data for other behaviors in areas such as communication, social skills, and fine motor skills. The teacher further reported that group activities are much more pleasant and beneficial for the class now that Melissa's inappropriate physical contacts are at such a low frequency.

DISCIPLINE IN AN ELEMENTARY SCHOOL

Patricia Flanagan
Morris Hill Elementary School

The purpose of this report is to share data on the frequencies of students sent to the principal for discipline in an elementary school, and to show the effects of school-wide Assertive Discipline on these frequencies.

The Gallop Poll and other surveys rate discipline as the number one problem in the public schools. The data presented in this article may be of interest to other educators and parents who are concerned about discipline in the public schools.

Morris Hill Elementary School is located at Fort Riley, Kansas. The students are children of military personnel. The average enrollment is 400 students in grades Kindergarten through sixth.

Chart 1 shows the frequency of students sent to the principal for discipline before and following the adoption of school-wide Assertive Discipline. During the 1980-81 school year, there was no building wide discipline plan and teachers sent students to the principal for discipline at their own discretion. The frequency of students sent to the principal ranged from zero to 20 per week, with a median of five per week.

At the beginning of the 1981-82 school year, the Morris Hill staff were trained to use Canter's Assertive Discipline. Assertive Discipline is an approach where each teacher posts no more than five rules for her/his classroom along with the consequences for both following or not following the rules. Using Assertive Discipline, teachers send students to the principal after a student has broken five classroom rules in one day, or has caused a serious disruption. As shown in Chart 1, following the adoption of Assertive Discipline, the frequency of students sent to the principal ranged from zero to 18 per week, with a median of four per week.

A comparison of the frequencies before and following the adoption of school-wide Assertive Discipline shows the following: the median frequency of students sent to the principal for discipline decreased from five to four per week; the total bounce was similar during both periods (x20 before and x18 following the adoption of Assertive Discipline); the overall celeration for five months before the adoption of Assertive Discipline was x1.4; the overall celeration for nine months following the adoption was x1.1.

The frequencies, bounce and celeration shared here represent only one elementary school. It would be interesting to compare these measures with those from other schools and with the effects of other discipline strategies.

Dr. Patricia Flanagan is the principal of Morris Hill Elementary School, Geary County USD 475, Junction City, KS 66441.