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Chart-sharing

GROUP LANGUAGE ACTIVITY TO INCREASE RECALL OF FACTS

Carole Peterson and Rosemary Holman
SIMS Project

Background

The activity described in this article was conducted in an Oral Language class with eight severely learning and language disabled junior high students. This class is part of the SIMS Project, which provides a highly structured data-based program of individualized instruction for severely learning disabled junior high students. SIMS stands for Systematic Instructional Management Strategies, terms which describe the learning environment designed to systematically establish individualized academic and social goals for each student and to continuously monitor and evaluate student progress toward these goals. The Oral Language class, which meets daily for one hour, is co-taught by a learning disabilities teacher and a speech clinician.

The students participate in a 15 minute group activity focusing on language objectives from orally presented material. These include: 1) participating five times in a discussion, 2) answering questions appropriately, 3) answering questions in complete sentences, 4) asking questions appropriately, 5) identifying the main idea. The following activity evolved from attempts to design more oral language probes that could be used to monitor the group as a whole. The purpose of this probe was to increase recall of facts form orally presented

material.

Method

During the group time, the learning disabilities teacher read and asked questions from a selection in the Mott Basic Language Skills Program. The sections focused on the lives of Charles Lindberg, Walt Disney and Althea Gibson. A short discussion followed reviewing the important information with the students. A one-minute group timing of think/say facts was conducted. The students were assigned seats for this activity so that the first student responding rotated weekly. Each student was given five seconds to initiate a response before moving on to the next student. The learning disabilities teacher monitored this through visual and oral cues. The speech clinician counted the responses as either correct, incorrect, or a repeat on a master tally sheet and this sheet was reviewed with the students before a second timing was done that week. This procedure was performed and the results were charted once a week for seven weeks. To determine an aim, the following measures were taken into consideration:

1. Guidelines set forth by Unique Curriculums Unlimited (10-30 ideas said from material read);

2. A free frequency was taken by instructing the group to think/say material that they had mastered (naming different kinds of food); The group named 29 foods in one minute;

3. A frequency aim was calculated by multiplying the frequencies for the first and second timings each by 50%, and adding these amounts to each frequency. This measure was suggested by the California Guideline for Rate Survey developed by the California Child Service Demonstration Center.

The group aim was set at 13 facts/minute for both weekly timings. When the group reached this aim by the fourth week, a new aim was calculated and set at 20 facts/min. It was at this point that the teachers decided to use the following interventions in an attempt to see how close the students could get to their free frequency:

1. The students predicted the number correct for each timing based on the previous week's data and/or the first timing for that week;

2. Tangible reinforcers were given when predicted aims were met;

3. Thirty second practice timings were conducted and a strong emphasis was placed on giving one or two word facts; and

4. The time interval allowed between responses was reduced from five to three seconds.

Results and Conclusions

As shown in Charts 1 and 2, the group's correct responses accelerated by X2/month on the first timing and by X2.6/month on the second timing. The aim was met in both weekly timings. In analyzing the results, we found that when one or two word responses were given, the total number of facts increased (see the fifth, sixth and seventh data points). As the students came closer to their free frequency, the form or quality of their responses improved. Also, by resetting the goal and using interventions, the students were able to recall facts from orally presented material approximating their free frequency.

This activity was a positive experience for the students and the teachers involved. This was the first attempt at setting a group rather than individual aims. It is our hope that by using similar group activities there will be some carryover to students' performances on their individual language aims.

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FROM 1-1/4 MILES TO A MARATHON: MONITORING RUNNING ON THE STANDARD CELERATION CHART FOR 31 MONTHS

Patrick McGreevy
Louisiana State University

On March 28, 1981, I purchased an inexpensive pair of running shoes, marked out a course with the aid of the odometer in my car and proceeded to run very slowly. At the end of 1-1/4 miles, I stopped because of fatigue. I was disapointed, because I had decided to chart "runs miles without stopping" on the Daily Standard Celeration Chart, and I had completed the movement only once. Chart 1 displays this initial performance on the Monthly Standard Celeration Chart.

Even though I was very sore the next day, I ran two miles before stopping. I experienced my first frequency multiplier- x2! I was beginning to feel encouraged. I ran 15 of the next 31 days, charting my daily performance and watching my weekly improvement on the Daily Standard Celeration Chart. On the 31st day, I ran 3 miles for the first time. On that day, I decided to run in a 10,000 meter race to be held at the Association for Behavior Analysis (ABA) Convention on May 29th. This decision left only 32 days to prepare for the race.

I began running 4-6 days per week, attempting to increase my longest run each week. One week before the race, I ran 5 miles for the first time. On May 29, 1981, I completed the ABA 10,000 meter race in 57 minutes and 10 seconds (over 9 minutes per mile). The important word in the previous sentence is "completed." I was very excited! I had run 6.2 miles without stopping--a x6 frequency multiplier from my first day on the road, just 63 days ago. This performance is also displayed in Chart 1.

During the next 12 months, I continued running 3-6 days per week and entered a number of 10,000 meter races. My best performance was 44:02 (about 7 minutes and 35 seconds per mile). On June 6, 1982, I entered and completed my first half-marathon (13.1 miles) in 1:42:49 (about 7:50 per mile). I was elated! I had run over 13 miles—a x13 frequency multiplier from March 28, 1981. This performance is also shown in Chart 1.

During the next 12 months, I continued running 4-5 days per week, entering about fifteen 10,000 meter races. My best performance was 40:39 (about 6:33 per mile). On June 5, 1983, I entered and completed another half-marathon race in 1:36:22 (about 7:20 per mile).

Two months later I decided to train for my first marathon (26.2 miles). I ran 660 miles in 3-1/2 months, training for the "big" race. I charted "runs miles without stopping" on the Daily and Weekly Standard Celeration Charts. I also charted my longest run each week on the Weekly Standard Celeration Chart. My weekly performance and monthly improvement are shown in Chart 2. On October 30, 1983, I completed my first marathon in 3:34:21 (about 8:08 per mile). As I was coming down the last hill, I could see the finish line about 1/2 mile away. I started thinking about that first 1-1/4 miles and how far I'd come. I cannot adequately describe in this article how I felt at that moment. My body was almost totally drained, but my spirits were higher than they've ever been. Here I was, about to complete a performance I never dreamed possible! I had multiplied my "runs miles without stopping" performance x26 from my first day on the road, 31 months ago (see Chart 1).

During this 31 month period, I recorded "runs miles without stopping" on either the Daily or
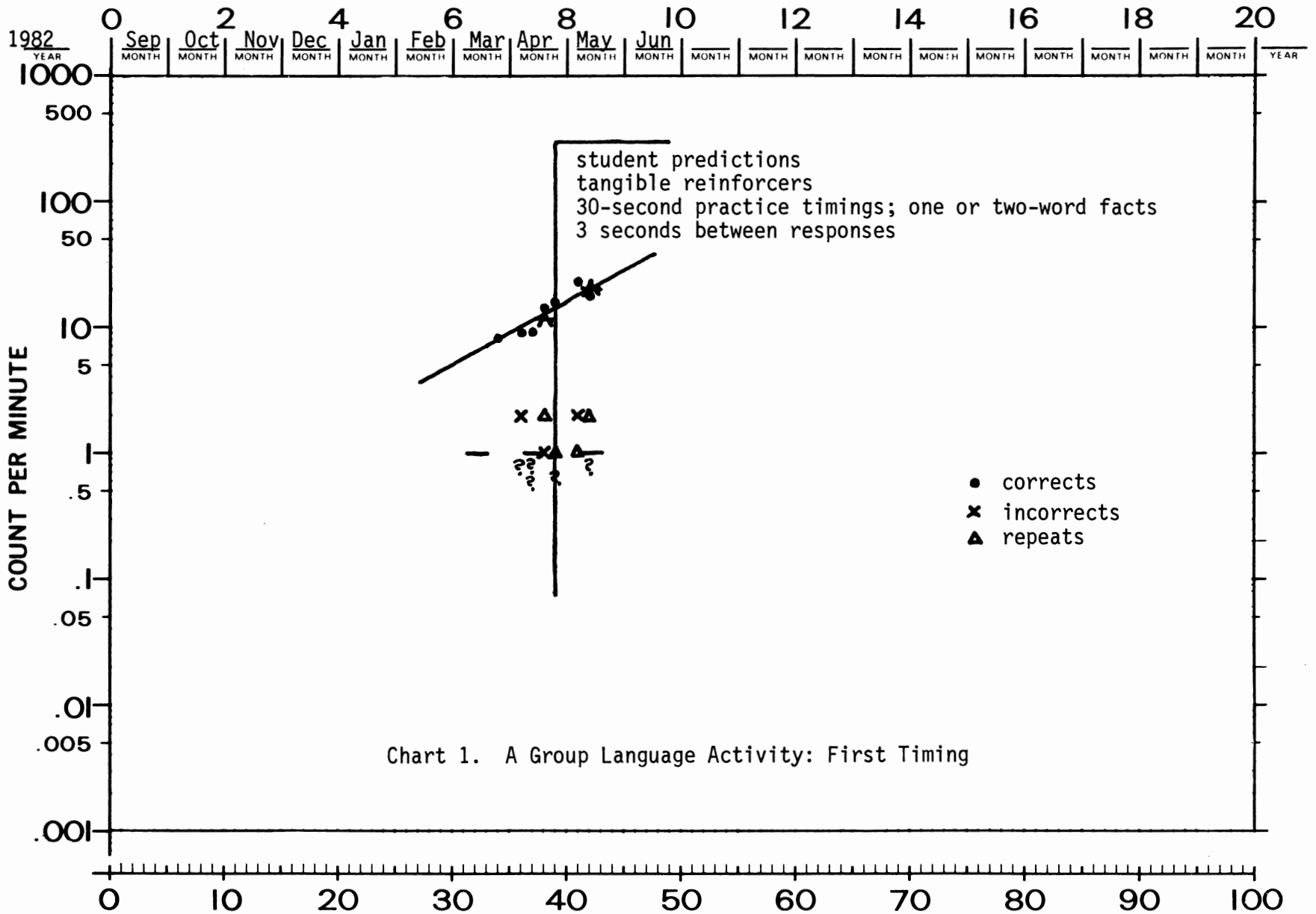
CALENDAR MONTHS

WEEKLY BEHAVIOR CHART (WCM-2EN)
6 CYCLES — 100 WEEKS (20 MONTHS)
BEHAVIOR RESEARCH CO.
BOX 3351 — KANSAS CITY, KANS. 66103

student predictions
tangible reinforcers
30-second practice timings; one or two-word facts
3 seconds between responses

• corrects
✗ incorrects
▲ repeats

COUNT PER MINUTE

Peterson, Carole, and Holman, Rosemary. Group language activity to increase recall of facts.

Chart 1. A Group Language Activity: First Timing

CALENDAR WEEKS

	K. Nelson	C. Peterson R. Holman			Language Class 3	Junior High	think-say facts
SUPERVISOR	ADVISER	MANAGER			BEHAVER	AGE LABEL	COUNTED
SIMS Project	Minneapolis, MN		C. Peterson	R. Holman	Peterson/Holman	from orally presented	
DEPOSITOR	AGENCY		TIMER	COUNTER	CHARTER	material	

CALENDAR MONTHS

student predictions
tangible reinforcers
30-second practice timings; one or two-word facts
3 seconds between responses

- corrects
✗ incorrects
▲ repeats

Chart 2.   A Group Language Activity: Second Timing

CALENDAR WEEKS

COUNT PER MINUTE

Peterson, Carole, and Holman, Rosemary. Group language activity to increase recall of facts.

K. Nelson	C. Peterson R. Holman	Language Class 3	Junior High	think-say facts
SUPERVISOR	ADVISER	MANAGER	BEHAVER	AGE	LABEL	COUNTED
SIMS Project	Minneapolis, MN		C. Peterson	R. Holman	Peterson/Holman	from orally presented material