

Thomas C. Lovitt
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teacher learned that Sam would be transferred to an institution for the mentally retarded. Sam's last week in public school was spent in a return to the before conditions. During this Third Before Phase the median frequency of his grabs returned to .10 per minute. Had Sam remained in the class the teacher would have attempted to decelerate the behavior even further by continuing to use the overcorrection procedure all day.

The overall effect of the overcorrection procedure was to decelerate Sam's grabbing behavior from .28 per minute or one every 3 minutes to .06 per minute or one every 14 minutes, a frequency multiplier of /4.7.

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This is a data story of how a book was written: *Tactics for Teaching*, a Charles E. Merrill publication. From the day I began work on the book, July 12, 1982, until I received my copy on January 9, 1984, I collected data on preparing each of the five drafts, correcting the manuscript after it was returned by the publisher, and proofing the typeset when the publisher sent it to me. I have a daily record.

This was a relatively simple book on which to collect data, since it was neatly made up of 112 tactics. Each tactic was described in four or five pages. There were 50 tactics in reading, 25 in classroom management, 25 in independence, and 12 in arithmetic. There was also a brief preface to the book, some introductory materials for each section, and a small glossary. None of that material took up much space. I collected data on only the 112 tactics.

I followed the same format for all 112 tactics. First, there was a brief rationale. That was followed by a few words about the client for whom the tactic would be most suitable. The third section was the longest: the procedures for administering the tactic. In this section I tried to include enough material so that the intelligent reader would at least have a feel for putting the plan into operation. The next section pertained to modifications. There, I described how, if certain adjustments in the approach were made, it might be arranged for different pupils than those for whom it was originally intended. Those youngsters might be older, of a different type, or in some other way dissimilar. The last section was simply a citation of the research that supported the tactic. The interested teacher could read the entire article and fill in any missing information, or clarify some parts that were not obvious when she read my condensed and paraphrased version.

About 95% of these tactics were supported by some research and had been published in an education or

psychology journal. My colleagues and I had written 25 of them. I drew heavily on two journals for these ideas, *The Reading Teacher* and the *Journal of Applied Behavior Analysis*. Other journals that supported some of the tactics were *Learning Disability Quarterly*, *Gifted Child Quarterly*, *Teaching Exceptional Children*, *Journal of Child Psychology and Psychiatry*, *Exceptional Children*, *Journal of School Psychology*, *Behaviour Research and Therapy*, *American Journal of Mental Deficiency*, and *Behavior Therapy*.

The Data

Charts 1, 2, and 3 display the cumulative number of tactics written. On day 1, for example, I started with 12 tactics that I had already finished. By day 2 I had written 15, which meant that I wrote 3 tactics on the second day.

As shown in Charts 1, 2 and 3, it took 80 days to prepare the first draft, 46 for the second, 11 for 2+, 22 for the third, and 28 for 3+. The 2+ and 3+ drafts contained only small, minor changes.

Not surprisingly, it took the longest time for the first draft and, expectedly, I spent more time on the second draft than on the third (46 as compared to 22 days). Not much time elapsed between drafts; only 19 days separated the first and second drafts. There were 10 days between drafts 2 and 2+, 4 separated 2+ and 3, and 17 days elapsed between drafts 3 and 3+.

Aims and aim dates are indicated on the Charts 1, 2 and 3. I met the aim for the first draft 11 days in advance, 14 days ahead for draft 2, 10 days early for 2+, and 29 days ahead for 3. I was two days late for 3+.

As noted on Chart 2, the manuscript was first sent to the publisher on March 8, 1983. This was about 34 weeks or 240 days from start to finish of the first go around.

Now it was Merrill's turn. Mary Henkener, the editor assigned to this book, began to put in her changes. The first batch of her corrected copy reached me on May 6, 60 days or about eight weeks after I had sent it. The

ball was now in my court. I had to go over her copy, answer all the queries, and make other changes I wanted. This task was completed by June 6, a four-week turn around.

It was Merrill's turn once again. They now had to typeset the copy and send that to me. The first pages reached me on August 6. From the time they had the corrected manuscript, until I received the typeset copy, a little over eight weeks had passed. I returned all the typeset pages by September 1. This was about a three-week turn around.

From the time I started the first draft until I returned the typeset copy, about 60 weeks had gone by (three Charts worth), and from the time I began the text on July 12, 1982, to its arrival on January 9, 1984, 78 weeks had passed. There were 436 pages of typed copy for this book or 333 printed pages when it was published.

Some Comments

Although I know it took 60 weeks to write this book, I don't know exactly how many hours I spent writing, looking up references, editing, and all the rest. I estimate, however, that I averaged one and one half hour's per day. Taking that figure, I devoted 630 hours to the book.

Earlier, I mentioned that a feature of this book that made it rather easy to write, was that the tactics were short and followed the same format. Once I had chosen a tactic and had outlined the supporting article, it was simply a matter of punching that material into the formula.

Other books could be sectioned off in this way and perhaps written more easily. Instead of setting out, at various times, to write large sections of a book, it might be easier to identify small, 4-6 page units. When it comes to writing these smaller sections authors can more easily schedule the time. I know I can find several two or three hour blocks throughout a week, but it's very difficult to set aside many five or 10 hour time periods.

CALENDAR WEEKS

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

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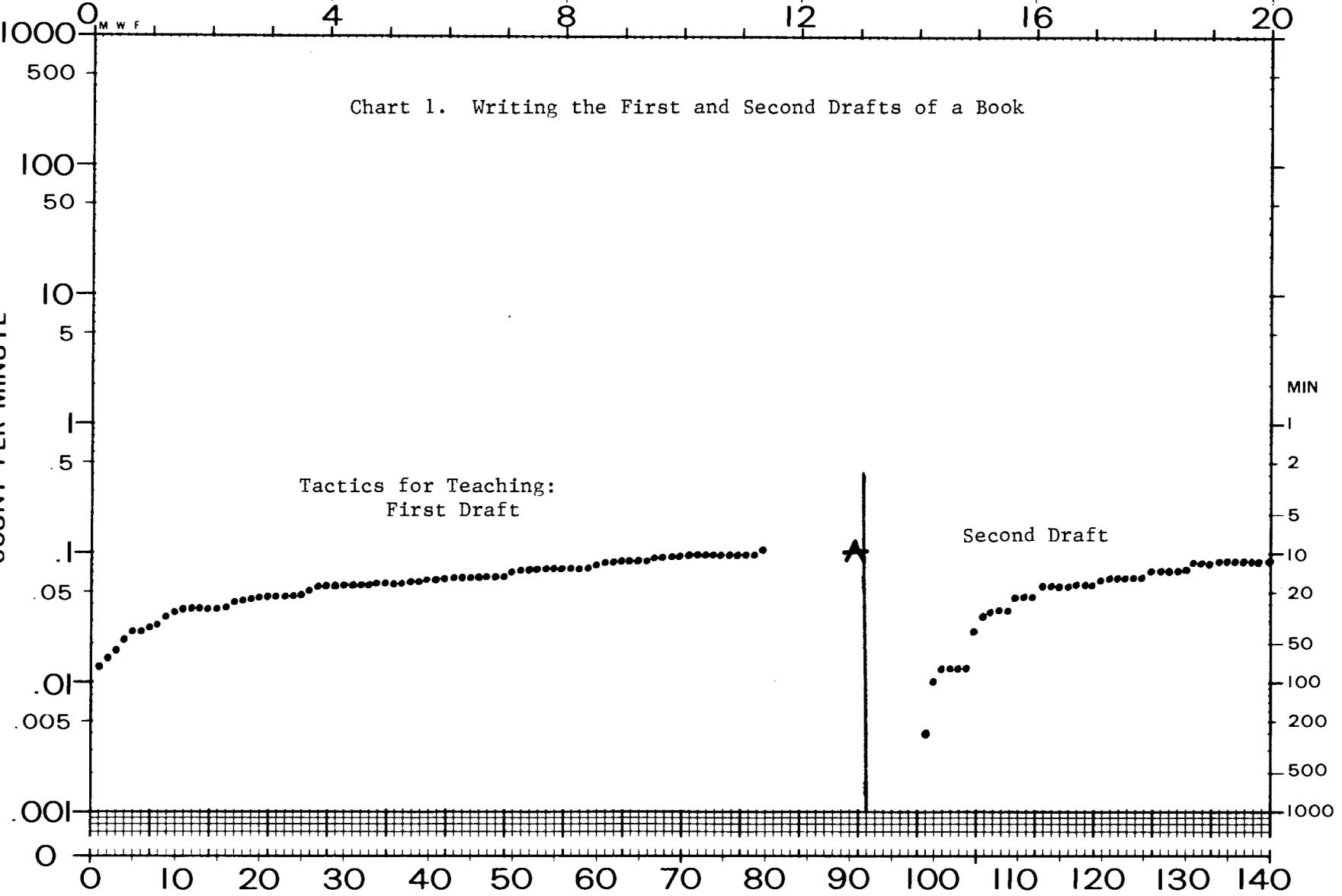
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5 Sep 82
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3 Oct
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31 Oct 82
 DAY MO YR

28 Nov 82
 DAY MO YR



5

SUPERVISOR _____ ADVISER _____ MANAGER _____ T. Lovitt _____ writes tactics
 BEHAVIOR _____ AGE _____ LABEL _____ COUNTED _____

DEPOSITOR _____ AGENCY _____ TIMER _____ COUNTER _____ CHARTER _____



DAILY BEHAVIOR CHART (DCM-9EN)
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CALENDAR WEEKS

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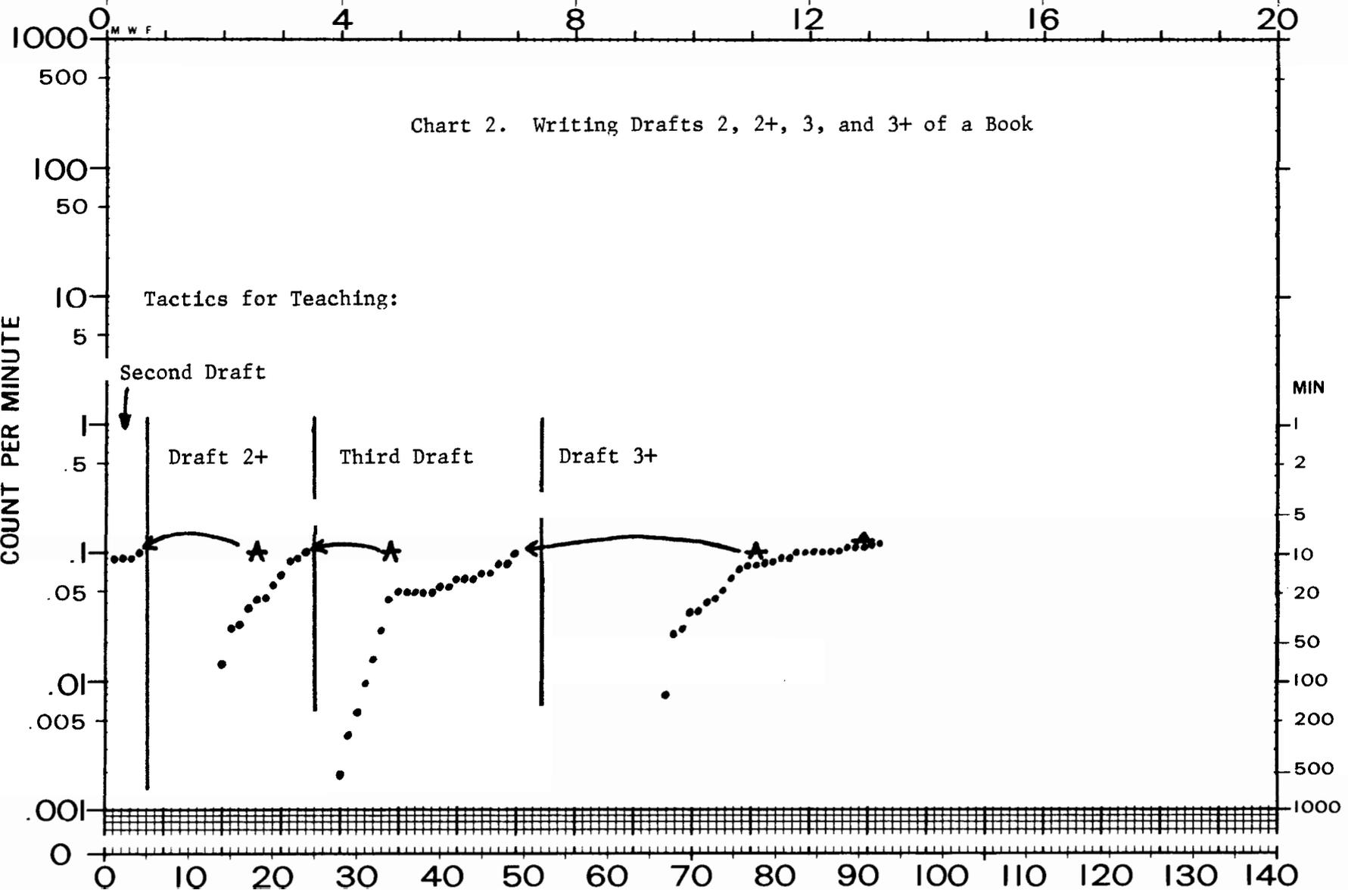
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 DAY MO YR

23 Jan 83
 DAY MO YR

20 Feb
 DAY MO YR

20 Mar 83
 DAY MO YR

17 Apr 83
 DAY MO YR



SUPERVISOR _____ ADVISER _____ MANAGER _____

T. Lovitt

writes tactics

BEHAVIOR

AGE

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COUNTED

DEPOSITOR _____

AGENCY _____

TIMER _____

COUNTER _____

CHARTER _____

CALENDAR WEEKS



DAILY BEHAVIOR CHART (DCM-9EN)
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 BOX 3351 - KANSAS CITY, KANS 68103

17 DAY

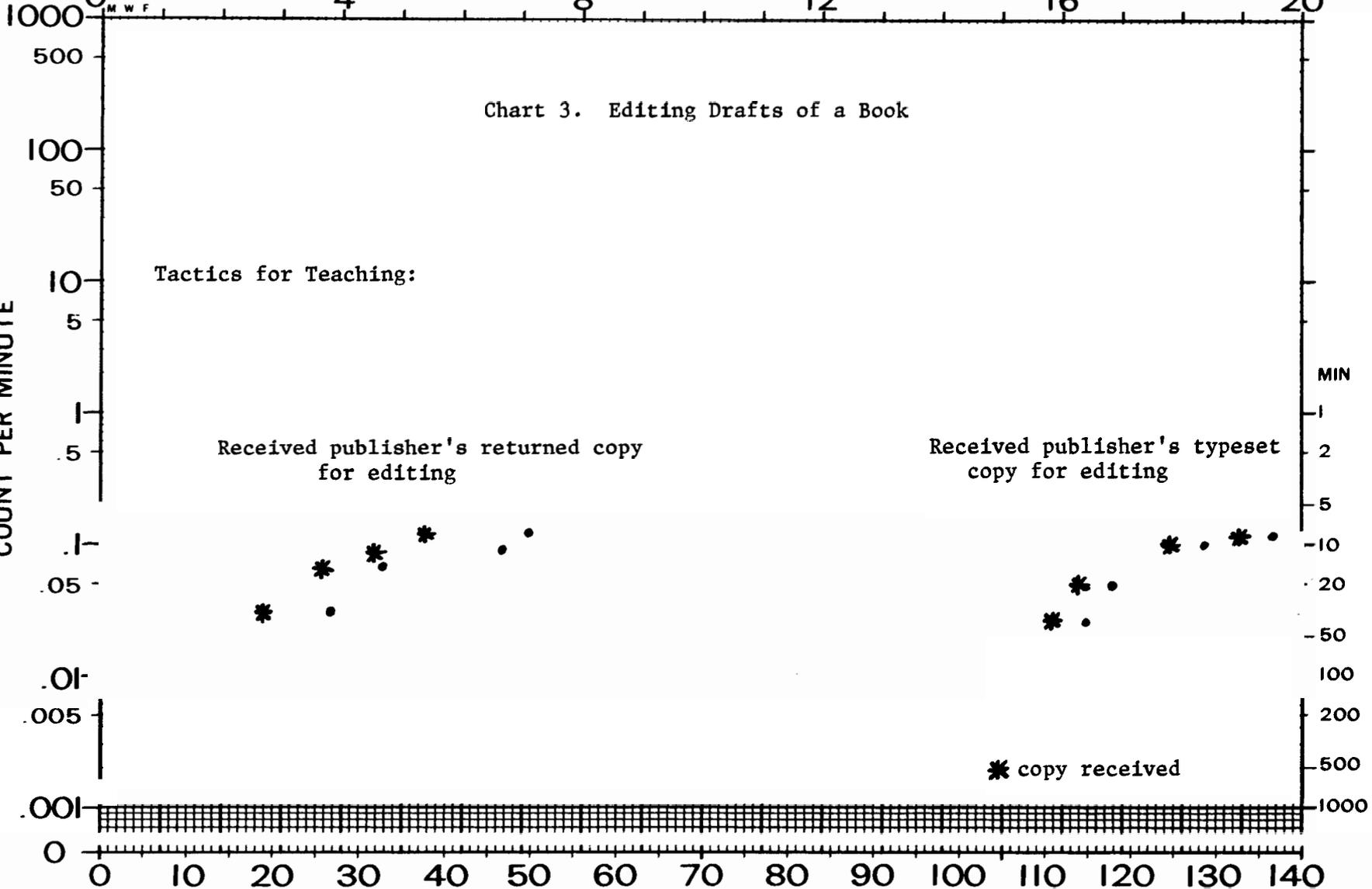
15 May MO YR

12 Jun 83 DAY MO YR

5 Jul DAY MO YR

7 Aug 83 DAY MO YR

4 Sep 83 DAY MO YR



7

SUCCESSIVE CALENDAR DAYS

T. Lovitt

writes tactics

BEHAVIOR

AGE

LABEL

COUNTED

SUPERVISOR

ADVISER

MANAGER

DEPOSITOR

AGENCY

TIMER

COUNTER

and returns them to publisher

Another key feature that made it relatively easy to write this book was Merrill's production editor, Mary Henkener. She laid out a schedule for both of us and we stuck to it; we kept one another on task. That is an important ingredient; for we all need a bit of pressure in the form of deadlines from time to time.

Another factor that prodded me to write this book was that I wanted to use it. This was more motivating than the expectation that anyone else would purchase or read it. I had, for several years, discussed and presented many tactics in this book at workshops and university classes. Generally, the teachers and students at those meetings were anxious to learn about these instructional ideas. I therefore looked forward to organizing them into a volume, for they could then be described quickly and reliably.

Additional Data

Recently, I've come across a few accounts of some real authors who kept data on their writing habits. Hemingway, for one, monitored his daily output on a large chart made out of the side of a packing case set against the wall under the nose of a mounted gazelle head. The numbers on the chart showed the daily output of words from 450, 575, 462, 1250, back to 512. The higher figures were on days that Hemingway worked a little extra, so he wouldn't feel guilty about fishing the next day on the gulf stream (Plimpton, 1965, p. 219). Based on those figures, Hemingway wrote about 650 words per day.

Anthony Trollope wrote: When I have commenced a new book, I have always prepared a diary, divided into weeks, and carried on for the period which I have allowed myself for the completion of the work. In this I have entered, day by day, the number of pages I have written, so that if at any time I have slipped into idleness for a day or two, the record of that idleness has been there, staring me in the face, and demanding of me the circumstances of the time,--whether my other

business might then be heavy or light, or whether the book I was writing was or was not wanted with speed,--I have allotted myself so many pages a week. The average number has been about 40. It has been placed as low as 20, and has risen to 112. And as a page is an ambiguous term, my page has been made to contain 250 words; and as words, if not watched, will have a tendency to straggle, I have had every word counted as I went. . . . There has ever been the record before me, and a week passed with an insufficient number of pages has been a blister to my eye and a month so disgraced would have been a sorrow to my heart (Trollope, 1946, p. 116).

Calculating from that information, Trollope wrote 5.7 pages or about 1,430 words per day. Relative to Hemingway, he was more productive, and certainly, more guilt ridden.

We don't know how long those authors wrote, simply that they labored over a rather long period of time. But we do have some writing data over a number of years from Theodore Roosevelt. Although he didn't keep track of it himself, others have counted his words. Edmund Morris estimated that Roosevelt produced 18 million words in his 30 years as a writer. His collected works amounted to 38 volumes of history, natural history, biography, criticism, political philosophy, essays, and memoirs. He also wrote an estimated 150,000 letters. Taking Morris's estimates, Roosevelt wrote 600,000 words per year or about 1,640 a day (even more than Trollope).

Those were all words written, not necessarily words published. B. F. Skinner has provided us with the latter. As you might imagine, he didn't leave the counting to anyone else. In his book, *Cumulative Record*, Skinner presented a 30-year cumulative record of his published words since 1930. In that time, he wrote 175,000, which amounted to 5,833

words per year or 16 a day. Keep in mind, those were published words.

There are then, several ways to keep track of one's writing efforts. The author can count words, pages, larger units(e.g. tactics), or still larger units(e.g. notebooks). The author could take a more functional approach, as did Skinner, and count published units(e.g. words, pages, or volumes). Counting words or other units would certainly be a more immediate revelation of the writer's efforts, since there is generally a lengthy time period between writing and publication. It would be interesting for the professional writer, however, to keep track of both units written and units published, to learn about their correspondence.

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Chart-sharing

SELF-REPORT USED TO MONITOR AND CHANGE POSITIVE AND NEGATIVE VERBALIZATIONS

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The Multidisciplinary Diagnostic and Training Program (MDTP), housed in the College of Education at the University of Florida, was established in October, 1981 to assist kindergarden through sixth grade students who exhibit complex learning, behavioral, and/or medical problems. The program has contractual agreements with 11 northern Florida school districts. One service the program provides is a diagnostic classroom. Children who are staffed into this component of the program attend the MDTP class for one to six weeks. During this time intervention strategies are developed for the home school personnel and the parents of the child.

The student in this investigation was a seven year old second grader who was referred to the MDTP for behavioral problems. His teachers reported that his social skills were inappropriate. He was described as a child who was highly verbal. These verbalizations, however, were usually negative in nature. This hindered the student from establishing and maintaining successful relationships in the social setting.

The MDTP classroom staff collected two days of baseline data on negative statements expressed during five hours of the school day. Then, during phase one, a self-report procedure was introduced. The student used a wrist counter to determine the number of negative statements he made each day. Initially, it was necessary for the teachers to cue the student after a negative verbalization. After two weeks the student was able to monitor the behavior himself. On the 17th day of counting, the student uttered only one negative statement(see Chart 1). Then a second phase was introduced